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ABSTRACT

The document presents a minicourse exploring multiethnicity in children's books and literature, introducing book selection aids, and emphasizing procedures for incorporating ethnic literature into the regular curriculum. The objective is to familiarize upper elementary and junior high teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Lesson plans are offered for eight lecture/discussion sessions and a field-based project requiring the design of a two-week literature unit which includes examples of ethnic literature. Topics are entitled "Out of the Melting Pot and Toward Ethnic Diversity," "Definition of Ethnic Literature," "Values of Teaching Ethnic Literature," "How to Judge a Book: Theory," "How to Judge a Book: Practice," "Selected Resources for Teaching Ethnic Studies," and "Selected Models for Including Ethnic Literature in the Curriculum." Appendices include lists of book selection aids, resources for the adolescent, books about the black experience and the American Indian, ways to build appreciation and standards in literature, ways to analyze books for racism and sexism, studies of folk tales, how to judge a book, and two model unit plans for teaching literature. Transparencies and nonreproducible handouts from the appendices may be obtained from Dr. Manna at the University of Maine at Farmington. (CK)

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IN SEARCH OF ETHNIC DIVERSITY:

MULTICULTURAL EXPERIENCES THROUGH LITERATURE

A Mini-Course

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SO 012 016

Trainer's Manual

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(Trainer's Manual - page numbers on bottom

Readings and Handouts - Roman numerals on top)

PREFACE

Mini-courses were developed by university professors for use with teachers in the field. They are intended to be delivered on site in school districts and may be taught by school-based people who have received prior training. A mini-course is a one credit course which develops specific skills and knowledges related to improving classroom instruction. It is a three stage learning activity! Stage one involves readings, independently done, usually prior to the first session. These readings develop understandings central to the course topic. Stage two is direct instruction, requiring eight to ten hours of contact time.

The number of sessions varies depending on the content of a particular mini-course, the instructor, and the participants. A variety of instructional activities are used to help the participants relate content to their actual work situations. Stage three is an application stage in which participants apply the skills acquired in their classrooms. Follow-up with the instructor completes the mini-course. Upon completion, participants receive one Continuing Education Unit which is applicable for recertification.

The Mini-course Project was sponsored by the Department of Special Education and the Teacher Corps Project at the University of Maine at Farmington.

Project Staff: Dr. Margaret Arbuckle, Dr. Raymond Glass, Ms. Betsy McElvein

June 1979

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ABSTRACT

This mini-course is designed to familiarize upper elementary and junior high teachers with resources and materials appropriate for making students aware of the multi-ethnic characteristics of American society. Participants will be introduced to book selection aids and various types of literature which cover a wide gamut of ethnic experiences. Emphasis will also be placed on procedures for incorporating ethnic literature into the regular curriculum. Participants will be expected to design and implement in their classrooms a literature unit which includes treatment of a specific ethnic group.

In Search of Ethnic Diversity:

Multicultural Experiences through Literature

I. Introduction

A. Overview

In Search of Ethnic Diversity is a course designed to familiarize upper elementary and junior high school teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Participants will be introduced to book selection aids and various types of literature which cover a wide gamut of ethnic experiences. Emphasis will also be placed on procedures for incorporating ethnic literature into the regular curriculum. Participants will be expected to design and implement in their classrooms a literature unit which includes treatment of a specific ethnic group.

B. Specific Objectives

Upon completing this course, participants will:

1. Be able to express in writing a personal rationale for introducing students to ethnic groups through literature

2. Be familiar with book selection aids which include materials about various ethnic groups

3. Be familiar with the various literary types which treat ethnic experiences

4. Be able to apply critical criteria to a work of literature which depicts an ethnic group

5. Be familiar with selected classroom methods which emphasize the integration of the language arts

6. Be able to design a two-week literature unit which includes examples of ethnic literature

C. Readings To Be Completed Prior To First Session

Gast, David. The Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature. Elementary English 47 (May, 1970), 661-665.

Gay, Geneva. Organizing and Designing Culturally Pluralistic Curriculum. Educational Leadership 33 (December, 1975), 176-183.

Hymovitz, Leon. Multi-Cultural Education in America: Melting Pot Atonement or At-one-ment? English Journal 66 (March, 1977); 25-28.

Writing

Each participant will be required to complete a two-week literature unit plan. This exercise will be explained in greater detail at the planning session which ends this minicourse.

Course Content

This minicourse consists of eight topics:

1. Introduction
2. Out of the Melting Pot and Toward Ethnic Diversity
3. Definition of Ethnic Literature
4. Values of Teaching Ethnic Literature
5. How to Judge a Book: Theory
6. How to Judge a Book: Practice
7. Selected Resources for Teaching Ethnic Studies
8. Selected Models for Including Ethnic Literature in the Curriculum

Note:

This mini-course is divided into the topics listed above with estimated presentation times, the project, and a follow-up session. Appropriate breaks are suggested. The presenter should read through pages 5 - 17 and decide how many sessions would be appropriate, given the content, the participants, the scheduling and any other factors which would enhance the learning situation.

II. Actual Presentation

A. Introduction (1 hr.)

1. Pass out course syllabus

2. Instructor and participants introduce themselves

3. Ask for the following information:

1. Why are you taking this course?

2. On what grade level do you teach?

4. Conduct the following exercise:

Participants will be given time to think about their development as readers. They will jot down on paper provided by instructor the titles and authors, or at least some type of notation, of literature they read in school and privately which dealt with ethnic groups.

The objective here is to get the participants to provide whatever book memories they accrued about ethnic groups as they progressed through school. Emphasize the literature they read about any ethnic group and/or the literature they read which treated their own ethnic backgrounds.

After the participants think about and jot down their past experiences with ethnic literature, there will be a discussion of these book memories. Points to emphasize:

Quantity of literature

Quality of literature

Effects of reading about an ethnic group

Following this informal discussion, draw up several conclusions about the status of ethnic literature in the schools. Elicit from the participants the status of ethnic literature experiences in their own classrooms at the present time. End with a brief discussion (in the form of suggestions) about future directions and plans -- given the need to expose students in the upper elementary and junior high school grades to ethnic diversity through imaginative, quality literature.

Note: This is an appropriate time for a break.

B. Topic: "Out of the Melting Pot and Toward Ethnic Diversity"
(Lecture/discussion about 1 hour)

Note: This lecture is based in part on Leon Hymovitz's article, "Multicultural Education in America: Melting Pot Atonement" (See Appendix A), as well as other sources. The Hymovitz article will have been read by the participants prior to the first meeting.

Topics to be covered during this lecture:

1. Israel Zangwell created the phrase "Melting Pot," in 1909. In the play he wrote he depicted America as a gigantic crucible, a great melting pot into which thousands of humans were amalgamated into an American who was supposed to combine the greatest virtues of all persons.

   [at this point ask about the implications behind such an interpretation of American society.]

2. Six years after Zangwell published his play, Horace Kallen saw strengths in diversity as opposed to absorption and amalgamation. His interpretation was for "a multiplicity in a unity, an orchestration of mankind." (The Nation, February 18, 1915).

   [at this point elicit from group the implications behind the multiplicity in unity" school of thought.

   Ask participants to explain Leon Hymovitz's position concerning these two opposing schools of thought.]

3. Literature reflects the age in which it's written. That is, literature is a record of society's values, beliefs, interests, etc. Recent books for children and adolescents demonstrate that Kallen's interpretation has persisted: these books ignore the "melting pot" metaphor and suggest the metaphor of an orchestra or mosaic of separate ethnic groups offering diversity and variety contributing to a national heritage which benefits from the contributions of different groups.

4. In the schools there has been an increasing pressure for pluralism. Teachers learn that they must somehow set up learning experiences which include a non-stereotyped treatment of various ethnic groups. The emphasis is on variety, differences, and unity in light of diversity.

5. This pressure for pluralism has also affected the teaching of literature. The movement is towards multiethnic experiences through literature. This means that your elementary and junior high school students will be exposed to a variety of ethnic groups as part of their regular exposure to literature. Every literature curriculum should accommodate for the "new ethnicity" as Leon Hymovitz calls it.

6. As a lead into this next section, read aloud the two opening paragraphs to Hymovitz's section on p. 27, "Towards a new Ethnicity."

After reading aloud discuss with the group what these directives mean for literature teachers.

Following this general discussion, focus on the eleven experiences and activities listed by Hymovitz as ways of helping the child "cope with the problems and pressures he is prone to face in such a [pluralistic] world and to equip him with the intellectual gear and emotional commitment required to live creatively in a bi-cultural world. . ."

Each suggestion would be read aloud and the participants should offer specific and practical ways of incorporating each into a literature program.

(This is an appropriate time for a break)

C. Topic: Definition of Ethnic Literature (Lecture/discussion 1 hour)

1. Present transparency

Definition of Ethnic Literature

Any literary type which accurately depicts a group of people or an individual representative of a larger group whose members share a distinct social and cultural heritage passed down from generation to generation.

2. A detailed explanation of this definition should focus on the following points:

2.1 "Any literary type" means that a particular ethnic group can be characterized through -- but not exclusively -- these eight types of literature.

[Note: It is best to demonstrate by showing an actual copy of the book mentioned by way of example. This demonstration is further enhanced by reading a short section of the book.

The younger designation below refers to children in grades K-5; "older" designates grades 6-9.

1. Picture Storybook

Example: The Desert is Theirs by Byrd Baylor (native American experience for younger readers)

2. Realistic fiction

Example: M. C. Higgins, the Great by Virginia Hamilton. (Black experience for older readers)

3. Poetry

Example: The Whispering Wind: Poetry by Young American Indians by Terry Allen (Ed.)
(for the older reader)

4. Traditional Literature

Example: Tales from Silver Lands by Charles Finger
(Latin American folk tales for younger and older readers)

5. Nonfiction

Example: I'm Somebody Important by George Mitchell
(Black experiences in rural Georgia for older readers)

6. Biography

Example: Abel in America by Aron Tamasi
(Hungarian-American experience for older readers)

7. Historical Fiction

Example: The Trumpeter of Krakow by Eric Kelly
(A story of 15th century Poland for older readers)

8. The Play

Example: Wetback Run by Theodore Apstein
(A Mexican experience for older readers)

2.2 "Accurately" in this case means that the literature avoids stereotyping and stereotypes and emphasizes the uniqueness of one group or individual represented.

2.3 Make the point that literature dealing with an ethnic group should meet the criteria of all worthwhile literature.

[Explain that guidelines for judging the literary worth of a book will be given at a later time.]

2.4 "depicts a group of people or an individual . . . whose members share a unique social and cultural heritage passed down from generation to generation."

Refer back to examples of cultural heritages mentioned by participants at beginning of course. Draw attention to:

a. Characteristics (customs, beliefs, values, superstitions, etc.) of ethnic groups mentioned -- even stereotypical characteristics (the latter can then be discussed by the group in terms of the literature teacher's attempt to debunk such stereotypes through accurate portrayals of people).

b. The fact that one way of preserving these characteristics is through worthwhile literature.

2.5 Summary of topics. Emphasize the following:

Various types of literature appropriate for upper elementary and junior high school students are now available on the market. Illustrators and authors attempt to depict in an honest way the characteristics (customs, beliefs, life styles, values, etc.) of a particular ethnic group. This literature must meet the criteria of all effective literature. Otherwise it can create stereotypes rather than believable characters in credible situations. If poorly written, it can also give a false impression of the ethnic group being depicted.

(This is a good time for a break)

D. Topic: Values of Teaching Ethnic Literature (Lecture/discussion 40 min.)

1. Present transparency

Title: Values of Teaching Ethnic Literature

1. Relevance to member of ethnic group.
2. Sense of identity for member of ethnic group.
3. Raise consciousness level of children and deepen their understanding for cultures that are different from theirs.
4. Gives positive self-concept to members of ethnic group.
5. Introduces students to that which is unique to an ethnic group and universal to the experience of being human.
6. Highlights cultural contributions of an ethnic group.
7. Gives an understanding of sociological change.
8. Allows for greater social sensitivity among students.
9. Helps teachers and students improve inter-cultural relations.

2. Discuss participants' reactions to each of the nine values highlighting the implications for classroom teachers of ethnic literature.

3. For each of the nine values, add the following explanation.

Value #1: "relevant" here means that the literature has explicit personal value for the reader, even giving the reader greater knowledge of and sensitivity to his/her own ethnic background.

Example: The Soul Brothers and Sister Lou by Kristen Hunter
(Black experience for older readers)

Value #2: a sense of pride and attachment to one's own ethnic group.

Example: Lagalag the Wanderer by Carol Fenner
(A Filipino boy characterized for younger readers)

Value #3: Literature functions to increase our awareness.

Example: El Bronx Remembered by Nicolasa Mohr
(A series of Puerto Rican experiences for younger and older readers)

Value #4: A sense of self-esteem as conveyed by the struggles and triumphs depicted in literature.

Example: House Made of Dawn by N. Scott Momaday
(For older, able readers a classic about the American Indian)

Value #5: From the particular to the universal theme.

Example: Latin American Tales: From the Pampas to the Pyramids of Mexico by Genieve Barlow
(folktales for younger and older readers)

Value #6: Cultural differences and a common heritage.

Example: A Gathering of Thetto Writers: Irish, Italian, Jewish, Black and Puerto Rican by Wayne Miller (Ed.)
(for older readers)

Value #7: What are examples of social forces which help effect change?

Example: Speaking for Ourselves by William Faderman and Barbara Bradshaw (Eds.)
(White ethnic experiences explained to older readers)

Value #8: An in-depth understanding of what makes a people tick.

Example: Fast Sam, Cool Clyde, and Stuff by Walter Dean Myers.
(Black inner-city experience for older readers)

Value #9: Through reading, discussing what we read, and role playing prejudices we can help eliminate prejudices and stereotypes.

Example: The Lucky Ones: Five Journeys Toward a Home by Elizabeth Coatsworth
(Five refugee families in different parts of the world characterized for older readers)

(Appropriate time for a break)

E. Topic: How to Judge a Book: Theory (Lecture 45 min.)

1. Present transparency:

Elements of Literature

Definition

A work of literature (whether written for adults or children) is made up of certain recognizable characteristics. We call these characteristics or attributes the Elements of Literature.

Elements of Literature
provide readers
(of all ages) with
Evaluative Questions

Example: Plot is one element of literature.

Evaluative Question about plot (examples)

In your opinion, does the book tell a good story?
Is the plot credible?
Is there action enough to attract the young reader?

(See Elements handout for other examples)

Why should teachers of children's literature know the Elements of Literature?

1. To discriminate between a worthwhile book and one that is poorly written and/or illustrated. That is, to help foster critical thinking through an awareness of critical standards.

2. To provide teachers with a type of direction in terms of how to help their students become critical thinkers.

3. To provide teachers with instructional objectives in terms of how to structure an instructional sequence related to fostering among their students the skills of imaginative, creative, and discriminating reading abilities.

4. To help readers move beyond the "I liked it" and "I didn't like it" kind of response to more creative transactions with literature. That is, to give readers tools with which to discuss literature.

5. To help make readers aware of language and how it works.

6. To help make readers aware of the ways in which authors use language to create their works.

Some important assumptions

1. Reading is activity with emphasis on the active participation of the reader. The more you know about how a book works, the more active your participation can be.

2. Reading can be an experience and an adventure. This experience and adventure can become meaningful and enjoyable when we understand the techniques used by the authors to create character, plot, point of view, tone, etc.

Two important things to think about:

1. Each type of literature we look at will require a consideration of special elements and therefore special critical questions.

2. There is no one correct way to respond to a book, just as there are no two people who are identical. Each reader brings personal differences to the reading experience and adventure:

cognitive
and
affective
differences.

2. At close of the lecture give handout "How to Judge a Book" and emphasize:

a. Whether a book is specifically about an ethnic group or not, we should establish some criteria for judging its worth. Is this an appropriate book for my students? Will it be a worthwhile reading experience in light of the quality of its elements?

b. In some books, one element of literature is more predominate than others.

Example: In Golden Boy by Clifford Odet's (for older readers) it is the character of Joe Bonaparte that dominates.

c. At the same time, it is best to think of the elements of literature as components which unfold simultaneously. To divorce one component from another can imply that books should be cut into pieces. An analysis and/or discussion of the elements of literature should always be followed by a discussion or explanation of the whole experience or response. Synthesis must always follow analysis.

(Appropriate time for a break)

F. Topic: How to Judge a Book: Practice (about 1½ hours)

1. Pass out handout, "Ten Quick Ways to Analyze Books for Racism and Sexism"

2. Discuss the ten items.

   [Note: Allow for this discussion to develop into a debate over what constitutes "Racism" and "Sexism."

   In the past, these suggested criteria have stimulated a very heated argument along these lines. It also helps if the instructor has read Sounder by Armstrong or a similar ethnic book. The story experience serves as an effective paradigm to verify the criteria application.]

3. Conduct the following small-group activity: Divide the class into small groups of three people. Each group will be given a piece of literature to which it will apply the criteria established on, "How to Judge a Book" and "Ten Quick Ways to Analyze Books for Racism and Sexism."

   See "Ethnic Literature Analysis Handout" for details of this activity.

   [Following the completion of small-group work is an appropriate place for a break.]

G. Topic: Selected Resources for Teaching Ethnic Studies (45 minutes)

1. Pass out: "Book Selection Aids" Children's Literature" and "Resources: Literature for the Adolescent."

2. Point out each of the resources that focus particularly on ethnic literature and explain the format of one selection. Note especially: Literature by and About the American Indian by Anna Stensland, Reading Ladders for Human Relations by Virginia Reid (Ed.), and The Black American in Books for Children by Donna Rae MacCann.

   A very excellent guide (not on the handout) for ethnic groups in Maine is Maine Resources: Print and Non-Print (available from State of Maine Dept. of Educational and Cultural Services, Augusta, Maine 04333).

   Another good source is "Books Across the Seas" about which there are two handouts in Appendix B.

3. The book lists should be given at this point.

H. Topic: Selected Models for Including Ethnic Literature in the Curriculum (Lecture/discussion 1½ hours)

1. Review the information discovered in David Gast's article, "The Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature." Bring attention to the nine approaches he lists and describe. The question here is which of these surface in the experiences of the participants. Bring it closer to home: which approach does your department follow? What about in your own classrooms?

   (Leave about 45 minutes for discussion)

2. Review the material found in Geneva Gay's article, "Organizing and Designing a Culturally Pluralistic Curriculum." The emphasis should be on the integration of ethnic experiences into the usual language arts curriculum. The main point should be the branching design model and how it can accommodate for themes, issues, and topics related to literature and its teaching. This is essential to discuss since the integration of ethnic experiences into the usual literature curriculum is the format which the participants will be in their unit plan designed for the field project which concludes this course.

3. A third model will be presented through the following transparency (see Appendix A).

Traditional Literature
Age Span: Preschool - Up

Definition: Traditional literature consists of the literature that has its origins in the primitive ritual, drama, poetry, and storytelling of human society.

Traditional Literature is the lore [the "traditional knowledge and beliefs"] of everyday people whether this knowledge and these beliefs are

contained in
- *Sea stories and songs indigenous to the coast of Maine
- *A creation story told long ago by the Maoris of New Zealand
- *Tales of gnomes, trolls, beasts, wizards, witches, and other magical folk found in such divergent places as Norway, India, Spain, and the United Kingdom.

Predominant Types (for inclusion in the elementary school curriculum)

Type	Example
Folklore	
songs	
tales	
legends	
tall tales	
Fables	
Parables	
Proverbs	
Sacred Books	
Classical Myths	
Epics	

Common Characteristics of Traditional Literature

1. Particular themes, stories, and even characters are similar across cultures. For Example: A Cinderella-like underdog can be found in traditional stories from Germany, Poland, China, and Bohemia.

2. Traditional Literature was originally conveyed orally - by word of mouth - that is, it is literature of an oral rather than written tradition,

[for example: compare/contrast it to Hans Christian Andersen's Fairy Tales,

remember the Ugly Duckling, The Naked Emperor who thought he was dressed, and Thumbelina?

3. Traditional Literature is the product of a society rather than a single author.

[Consider: What happens when a story is passed down from generation to generation?

4. Traditional Literature mirrors values, customs, traditions, beliefs, religions, taboos, etc. of a people.

[Consider: Why are psychologists and anthropologists so fascinated by traditional literature?

5. Traditional Literature is a record of mankind's effort to explain nature.

[Example: Demeter and Persephone], to cope with human psychology.

[Example: The Emperor's New Clothes], to express and work through human emotions such as joy, fear, love, jealousy, humor, and loneliness.

[Example: Hansel and Gretel by the Brothers Grimm.

3.1 Present transparency on "Traditional Literature"

3.2 Include the following examples:

Folklore/Songs Go Tell Aunt Rhody by D. Gackenbush (younger)

Tales The Juniper Tree and Other Tales from Grimm by Lore Segal (older)

Legend The Arabian Nights by Padraic Colum (Ed.)

Tall Tale Ol' Paul the Mighty Logger by Glen Rounds

Fable Aesop's Fables by Louis Untermeyer (Compiler)

Parable The Wicked City by Isaac B. Singer

Proverbs Japanese Proverbs by Rokuo Okada

Sacred Book (a selection from The Koran can be read aloud)

Classical Myth The Heroes by Charles Kingsley

Epic Hero Tales from Many Lands by Alice Hazeltine

3.3 Following the characteristics featured on the last part of the transparency, give each participant a copy of "Cultural Study of Folk Tales" and "Cross-Cultural Study of Folk Tales."

Explain to the group that because of the characteristics of traditional literature it is possible to compare and contrast two versions of the same story as a way of comparing the cultures from which they derived. It is also possible to study the traditional literature of a particular country to discover basic underlying beliefs, customs, and values of a particular ethnic group.

3.4 These handouts should suggest other uses and variations regarding the design of a literature curriculum. Once again reiterate: Teachers should include the traditional stories of various societies and countries so as to give students a cross-cultural perspective.

4. Give handout, "Arranging Literature." Each of these approaches should be discussed with the group. Participants will be encouraged to discuss which approaches they have used and why as well as which models work and which don't in light of their classroom experiences. An important point: How do these arrangement procedures complement the model created by Geneva Gay?

5. This session consider with the instructor handing out the "Methods of Teaching Packet." Attention should be given to the following.

5.1 The methods web which integrate the various components of the language arts.

5.2 The fact that these classroom activities stress the active participation of the learner in the learning process.

5.3 Participants who have used these exercises could talk about successes and failures.

III. Field-based Project Planning Session (2 hours) with time allotted for brief conferences with participants)

A. Overview of requirements

1. Each participant will prepare a two-week literature unit plan based on Geneva Gay's model. This unit will include at least two different types of literature dealing with two different ethnic groups.

2. Preceding each of the finished plans the participants will place a personal rationale concerning why they are including ethnic literature into the unit.

B. Work Session

At this point in the explanation of the field-based project, the instructor distributes to participants concerned with elementary teaching the "Elementary School Procedure for a Unit Plan." The secondary teachers receive "Secondary School Procedure for a Unit Plan." (See Appendix B)

Each of these packets contains a self-explanatory procedure for how to prepare a unit plan.

Time should be allowed for the participants to read through the packet. Much individual aid will be given about the directions as questions arise. It is important to review Geneva Gay's model and how the participants will plan a unit with that model as one basis of their designs.

The participants will spend time searching through the resources (available in the classroom or library) as they attempt to focus on a theme, topic, and issue and as they find appropriate literary selections for their respective grade levels.

Encourage the participants to experiment with content and method.

Each participant will leave the planning session with a clear outline of their field-based literature unit which will have received the approval of the instructor.

[Note: Guard against too general and too broad a topic, theme or issue. Guard also against methods which are too ambiguous.]

A copy of each unit will be given to the instructor.

IV. Follow-up

The participants will be asked to contact the instructor once they have field-tested their units. At that time they will informally assess their units in light of the objectives established before they began.

Ask such questions as "Do you plan to repeat this unit with another class? Why/why not? Which aspect of it worked and which didn't? Which will you keep? Which will you abandon?"

I

In Search of Ethnic Diversity:

Multicultural Experiences Through Literature

Course Syllabus

Introduction

In Search of Ethnic Diversity is a course designed to familiarize upper elementary and junior high school teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Participants will be introduced to book selection aids and various types of literature which cover a wide gamut of ethnic experiences. Emphasis will also be placed on procedures for incorporating ethnic literature into the regular curriculum. Participants will be expected to design and implement in their classrooms a literature unit which includes treatment of a specific ethnic group.

Course Objectives

Upon completing this course, participants will:

1. Be able to express in writing a personal rationale for introducing students to ethnic groups through literature.

2. Be familiar with book selection aids which include materials about various ethnic groups.

3. Be familiar with the various literary types which treat ethnic experiences.

4. Be able to apply critical criteria to a work of literature which depicts an ethnic group.

5. Be familiar with selected classroom methods which emphasize the integration of the language arts.

6. Be able to design a two-week literature unit which includes examples of ethnic literature.

Readings (to be read before first class meeting)

Gast, David. The Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature. Elementary English 47 (May, 1970), 661-665.

Gay, Geneva. Organizing and Designing Culturally Pluralistic Curriculum. Educational Leadership 33 (December, 1975), 176-183.

Hymovitz, Leon. Multi-Cultural Education in America: Melting Pot Atonement or At-one-ment? English Journal 66 (March, 1977); 25-28.

LISTING OF READINGS AND HANDOUTS

I Transparencies (4 sets, total 8)

II Course Syllabus

III The Dawning of the Age of Aquarius for Multi-Ethnic Children's Literature (5)

IV Organizing and Designing Culturally Pluralistic Curriculum (7)

V Multicultural Education in America: Melting Pot Atonement or At-One-Ment? (4)

VI Book Selection Aids: Children's Literature (12)

VII Resources: Literature for the Adolescent (7)

VIII About One Hundred Books...a gateway to better intergroup understanding (37)

IX Resources: Multi-Ethnic Literature in America (11)

X Black American Experience: An Annotated Book List (6)

XI Literature for the Adolescent (8)

XII The American Indian in Children's Literature (2)

XIII Methods of Teaching Literature Packet (17)

XIV Children's Literature: How to Judge a Book (2)

XV Ten Quick Ways to Analyze Books for Racism and Sexism (4)

XVI Arranging Literature in the Language Arts Curriculum: Four Popular Methods (2)

XVII Ethnic Literature Analysis Handout

XVIII Literature for the Adolescent: The Literature Unit Plan (11)

XIX Traditional Literature: Folk Tales (13)

XX Cultural Study of Folk Tales (3)

XXI Cross-Cultural Study of Folk Tales (2)

XXII Folk Tales from Various Countires (4)

XXIII Books Across the Sea (16)

XXIV Focus on Black Literature (4)

XXV Native American Literature (15)

BOOK SELECTION AIDS

GUIDES TO OPERATING THE SCHOOL LIBRARY MEDIA CENTER

Children Are Centers for Understanding Media. Susan Rice and Rose Mukerji, eds. Association for Childhood Educational International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. 1973. 89 pp. $3.95

The editors define literature as perceiving, creating, and communicating with greater awareness of the world and one's own identity. Thirteen specialists suggest ways to help children become "literate" in sight and sound technology. Also includes bibliographies and sources of films, equipment, and supplies.

A Multimedia Approach to Children's Literature. Ellin Greene and Madalynne Schoenfeld, comps. The American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1972. 288 pp. $3.75.

A selective list of films, filmstrips, and recordings based on books for children from preschool to Grade 8. Entries are indexed by author, subject, film, and recordings. A directory of distributors, along with buying information, is included. This is a useful guide for anyone working with children.

Reference Books

Books for Elementary School Libraries: An Initial Collection. Elizabeth D. Hodges, comp. and ed. The American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1969. 321 pp. $7.50.

Over 3,000 books appropriate for children in grades K-8 are annotated. Books are selected to reflect children's interests and to support curricular demands. This list is recommended by the editor as a first-year collection in a new school library.

Children's Books: Awards and Prizes. Children's Book Council, Inc. 67 Irving Place, New York, N. Y. 10003. 1975. 176 pp. $4.95.

Revised periodically, this paperback lists over sixty U.S. children's book awards; awards given in Australia, Canada, Great Britain, and New Zealand are included as well. Each award is preceded by a brief history that includes sponsor, criteria, and the form in which recognition is given. An invaluable reference source.

Children's Catalog, 12th ed. Rachel Fidell and Estelle A. Fidell, eds. The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452. 1971. 1,156 pp. $25.00.

A new edition every five years, kept up-to-date by four annual paper supplements, this is one of the most useful and comprehensive lists in the field of children's literature. It contains some 5,119 titles. Part 1 is a classified list giving author, title, publisher, date, price, approximate grade level, and brief synopsis. Part 2 is an alphabetical author, title, and subject index to all the books. A directory of publishers and distributors is included in Part 3. The intent is to list "the best books for children in the fields of fiction and nonfiction."

Choosing a Child's Book. Children's Book Council, 67 Irving Place, New York, N. Y. 10003. Newly revised, 1973. Single copies available free for a stamped self-addressed envelope; 50 copies for $2.00.

This CBC pamphlet has been distributed to over a million adults in libraries, at book fairs, and in bookstores.

Folklore: An Annotated Bibliography and Index to Single Editions. Elsie B. Ziegler. F. W. Faxon Company, Westwood, Mass. 1973. 213 pp. $12.00.

A helpful bibliography for teachers and librarians interested in locating appropriate folklore for story hours, study units, and research. Entries are annotated and indexed by title, subject, motif, country, type of folklore and illustrator. Increased interest in single editions of favorite old tales makes this a particularly needed index.

Index to Fairy Tales, 1949-1972, Including Folklore, Legends and Myths in Collections. Norma Olin Ireland. F. W. Faxon Company. Westwood, Mass. 1973. 779 pp. $18.00.

Covering some 400 collections, this index lists author, editor or compiler subject (location, character, and so on) of individual tales; as well as titles. The completeness of subject entries and the clarity of format make this book a useful reference source for teachers and librarians.

Index to Young Reader's Collective Biographies, 2nd ed. Judith Silverman, ed. R. R. Bowker, Bowker Order Department, P.O. Box 1807, Ann Arbor, Mich. 48106. 1975. 322 pp. $14.95.

Indexes by individual and subject 5,833 biographies in 720 collections of biographies which are suitable for students at the elementary through junior high school levels.

Junior High School Library Catalog, 2nd ed. The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452. 1970. $30.00. Supplements free.

Includes four annual supplements listing titles of fiction and nonfiction appropriate for use at the junior high school level. Full bibliographic information is given, along with descriptive and critical annotations. Elementary teachers and librarians need to know this reference book, since some mature readers in the elementary school will be ready for titles on this list.

Paperback Books for Young People: An Annotated Guide to Publishers and Distributors. John T. Gillespie and Diana L. Spirt. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1972. 186 pp. $5.00.

Approximately 100 of the most prominent paperback publishers are listed and described. Distributors of paperbacks in the United States, arranged by state, are listed, and indications of their services are given. An annotated listing of selection aids for paperback books is also featured. Indispensable for setting up a school paperback bookstore.

Periodicals for School Libraries: A Guide to Magazines, Newspapers, and Periodical Indexes, rev. ed. Marian H. Scott, comp. and ed. The American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1973. 292 pp. $4.95.

Over 500 periodicals for children from kindergarten through Grade 12 are evaluated. Items are selected to meet standards and to correspond to a wide range of interests, reading levels, and curricular demands. The titles are coded to indicate suitability for various grade levels. Included are key foreign and ethnic periodicals.

General Booklists

Adventuring with Books: 2,400 Titles for Pre-K-Grade 8, 2nd ed. Shelton L. Root, Jr., and a Committee of the Council, comps. National Council of Teachers of English. Citation Press, Education Services Division, Scholastic Magazines Inc., 904 Sylvan Avenue, Englewood Cliffs, N. J. 07632. 1973. 402 pp. $1.95.

A classified bibliography of old favorites and books of recent publication. Most titles have been published since 1967. Books are briefly annotated; price, date, and age levels are included. Listings are arranged by fourteen broad subjects, with author and title indexes. Revised periodically.

The Best in Children's Books: The University of Chicago Guide to Children's Literature 1966-1972. Zena Sutherland, ed. University of Chicago, The University of Chicago Press, Chicago, Ill. 60637. 1973. 484 pp. $9.95.

Included are 1,400 comprehensive reviews which have been selected from *The Bulletin of the Center for Children's Books.* Titles are alphabetically arranged by author and indexed by title, developmental values, curricular use, reading level, subject matter, and type of literature. Publication and buying formation is also included. A useful guide to literature of quality for children.

Bibliography of Books for Children. Sylvia Sunderlin, ed. The Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. 1974. 128 pp. $2.75. Revised every three years.

Presents the best books reviewed by *Childhood Education* during the preceding two years. It covers a wide range of interests and reading abilities. Includes over 1,500 entries that are annotated, priced, and grouped by age levels. This booklist is well indexed, and cross-references are included.

Children and Books, 4th ed. May Hill Arbuthnot and Zena Sutherland. Scott, Foresman and Co., 1900 East Lake Avenue, Glenview, Ill. 60025. 1972 836 pp. $12.25.

This well-known textbook on children's literature includes extensive bibliographies of children's books which have been expanded and updated from previous editions. This edition also contains information on the media center, minorities, censorship, and television.

Children's Books. Virginia Haviland and Lois B. Watt, comps. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1974. 16 pp. 15¢.

An annual list which contains about 200 annotations of outstanding books for preschool through junior high school. Books are arranged by subject; age group and reading levels are indicated. Earlier lists are available.

Children's Books of International Interest: A Selection from Four Decades of American Publishing. Virginia Haviland, ed. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1972. 69 pp. $2.50.

Selection of over 300 titles which have been individually re-evaluated for literary value and universality of interest. This list encompasses over forty years of children's book productions and was published in the hope of stimulating an exchange of children's literature over international borders.

Children's Books of the Year. The Child Study Association of America, eds. 50 Madison Avenue, New York, N. Y. 10010. 42 pp. $2.50 plus 35¢ postage.

Compiled annually, this is a classified, annotated bibliography of about 600 books. Titles are grouped by age, from preschool through early teens, and subdivided into categories such as "Fantasy," "Children in Other Lands," "Easy to Read," "Adventure and Mystery," "Sports," "Mostly about Animals," "Science Fiction," Title index.

Children's Books Too Good to Miss, 6th ed. May Hill Arbuthnot, *et. al.* Western Reserve University Press, 1000 Cedar Road, Cleveland, Ohio 44106. 1971. 97 pp. $2.95.

A small, but excellent, booklist of almost 300 titles that includes the "classics" of today and yesterday. The annotations are well done, as is a fine section on "The Artist and Children's Books." Entries are classified by age groups and within age groups by type of book.

Fanfare: The Horn Book's Honor List, 1966-1970. The Horn Book Committee, eds. *The Horn Book Magazine*, 585 Boylston Street, Boston, Mass. 02116. 1971. 15¢.

A classified list of books for preschool-twelfth grade, chosen by the reviewing editors for *The Horn Book Magazine* as the best books for this five-year period.

Growing Up with Books. R. R. Bowker Company, eds. 1180 Avenue of the Americas, New York, N. Y. 10036. 1975. 32 pp. Revised annually. 100 copies for $11.00.

Lists about 200 books in a pocket-sized paperback. Entries are classified by age and interest, and include brief annotations. Prepared for quantity distribution to PTA's, libraries, bookstores, and civic clubs.

Growing Up with Paperbacks. R. R. Bowker Company, eds. 1180 Avenue of the Americas, New York, N. Y. 10036. 1975. 32 pp. Revised biennially. 100 copies for $11.00.

Lists about 200 paperback books. Titles are arranged by age levels and by interest, and are briefly annotated. Prepared for quantity distribution to PTA's, libraries, bookstores, and civic clubs.

Let's Read Together: Books for Family Enjoyment, 3rd ed. Committee of National Congress of Parents and Teachers, and Children's Services Division, American Library Association, eds. ALA, 50 East Huron Street, Chicago, Ill. 60611. 1969. 116 pp. $2.00.

An annotated bibliography of over 550 books for children from the youngest to 15 years old. Arranged by categories of reader interest and age level. Intended as an aid to parents in selecting books for their children, for family reading aloud, individual reading, and a child's own library.

Notable Children's Books. Compiled annually by the Book Evaluation Committee, Children's Services Division, American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1974. One copy free when accompanied by self-addressed envelope and 20¢ in stamps; quantity rates.

Each year an ALA committee selects what it considers to be the distinctive books of the preceding year. The list first appears in the April issue of the ALA Bulletin. It contains brief annotations in a leaflet format. Good distribution pieces to help stimulate interest in current books.

Reading Ladders for Human Relations, 5th ed. Virginia H. Reid and a Committee from the National Council of Teachers of English, eds. The American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036. 1972. 346 pp. $3.95.

A classified, annotated bibliography of nearly 1,500 titles for kindergarten through Grade 12. Titles are grouped under four headings: "Creating a Positive Self-Image," "Living with Others," "Appreciating Different Cultures," and "Coping with Change." Under each thematic heading books are arranged in order of difficulty, providing the "reading ladders." Instructional strategies are suggested to increase the sensitivities of young readers. This is a unique bibliography that emphasizes values in books.

The Wide World of Children's Books: An Exhibition for International Book Year. Virginia Haviland, comp. Library of Congress, Washington, D.C., Superintendent of Documents, U.S. Government Printing Office. 1972. 84 pp. 50¢.

Lists and annotates 138 titles which represent thirty-eight countries. These books were chosen to honor UNESCO's designation of 1972 as International Book Year, and were selected for attractiveness, intrinsic excellence, and importance within a national body of literature.

Specialized Book Lists

AAAS Science Book List for Children. Hilary J. Deason, comp. American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. 1972. 253 pp. $1.50.

This is the third edition of an annotated list of over 1,500 science and mathematics trade books for children in the elementary school.

About 100 Books: A Gateway to Better Intergroup Understanding. Ann G. Wolfe. The American Jewish Committee, 165 East 56th Street, New York, N. Y. 10022. 1972. 75¢.

This is the seventh edition of an annotated list of children's books that reflect events and problems in intergroup relations. Many of these books would be useful for values clarification.

American History in Juvenile Books: A Chronological Guide. Seymour Metzner, ed. The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452. 1966. 329 pp. $10.00.

A graded bibliography which is arranged chronologically, beginning with Grade 3 and continuing through Grade 7. Over 2,000 titles of juvenile trade books relating to American history are included. A useful reference.

Behavior Patterns in Children's Books: A Bibliography. Clara J. Kircher, comp. Catholic University Press of America, Washington, D.C. 1966. 132 pp. $1.95.

This annotated bibliography of over 500 books is organized under twenty-two different headings--such as "Honesty," "Facing Up to One's Fears," "Understanding Those Who Are Different." The chapter "From Tomboy to Young Woman" perpetuates prescribed sex roles. The books mentioned in some sections would be useful for values clarification.

The Best of the Best. Walter Scherf, ed. Catalogs of the International Youth Library: R. R. Bowker Company, Bowker Order Department, Box 1807, Ann Arbor, Mich. 48106. 1971. 180 pp. $9.50 in U.S. and Canada.

A bilingual catalogue which provides information on about 1,500 children's books representing fifty-seven countries or languages. Titles were selected by librarians of the International Youth Library in collaboration with book experts from individual countries. Countries are alphabetically arranged, and titles are given in the major language of the country, with English and German translations. The entries are not annotated and no publication dates are given.

The Black American in Books for Children: Readings in Racism. With an introduction by Donnarae MacCann. MacCann and Gloria Woodard, eds. The Scarecrow Press, Inc., 52 Liberty Street, Metuchen, N. J. 08840. 1972. 223 pp.

The whole issue of racism in books for children is explored in this collection of articles. Many books are cited as examples of varying points of view.

The Black Experience in Children's Books. Barbara Rollock, selector. New York Public Library, Office of Branch Libraries, 8 East 40th Street, New York, N. Y. 10016. 1974. 128 pp. $2.50.

An updating of the very popular list first selected by Augusta Baker. It includes an annotated list of more than 900 titles of books that present the black experience in the United States, South and Central America, the Caribbean, Africa, and England. The introduction clearly states the criteria which were used in the selection of these books.

Books for Friendship, 3rd ed. Mary Ester McWhirter, ed. American Friends Service Committee and Anti-Defamation League of B'nai B'rith. 1962. 63 pp. *1968 Supplement.* American Friends Service Committee, 160 North 15th Street, Philadelphia, Penna. 19102. 1968. $1.25.

A classified, annotated bibliography of books for ages 6-15. Supplement updates the original list.

Children and Poetry, A Selective, Annotated Bibliography. Virginia Haviland and William Jay Smith, comps. Library of Congress, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1970. 67 pp. 75¢.

This bibliography includes five sections: "Rhymes," "Poetry of the Past," "Twentieth Century Poetry," "Anthologies," and "World Poetry." The items are annotated, and illustrations are reproduced from the books listed. Some fine anthologies, such as Nancy Larrick's *On City Streets,* are not included, however.

Children's Book Showcase. The Children's Book Council, eds. 67 Irving Place, New York, N. Y. 10003. 1975. 64 pp. $5.95.

Lists the titles which have been selected as the best designed/illustrated children's books published in the U.S. during the previous year. Judges' critiques are included, along with bibliographic and design information and a small black-and-white two-page illustration. This is the catalogue for "The Showcase Exhibit." One is produced every year by the Children's Book Council.

Children's Books and Recordings Suggested as Holiday Gifts. New York Public Library Committee, eds. Office of Branch Libraries, 8 East 40th Street, New York, N. Y. 10016. Annual. $2.00.

Each year during November and December an exhibition of children's books suggested as holiday gifts has been held in the central Children's Room of the New York Public Library. A catalogue of annotated titles is available.

Films Kids Like. Susan Rice, ed. Published for the Center for Understanding Media. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1973. 150 pp. $5.50.

A selected, annotated list of approximately 225 "child-tested" short films Gives children's responses and reproductions of pictures that children drew of some of the films.

Folklore of the North American Indians: An Annotated Bibliography. Judith C. Ullom, comp., with a foreword by Virginia Haviland. Library of Congress, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1969. 126 pp. $2.25.

This bibliography contains 152 annotated items which range from early collections to current retellings of American Indian stories. Introductions with folklore background are included for each section representing one of the eleven North American culture areas.

Good and Inexpensive Books for Children. The Association for Childhood Education International, ed. 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. 1972. 62 pp. $2.00. Formerly titled *Children's Books...for $1.50 or less.*

This revision lists about 500 worthwhile but inexpensive books for children through Grade 6. Arranged alphabetically, classified, and briefly annotated.

Good Reading for the Disadvantaged Reader: Multiethnic Resources. George D. Spache. Garrard, 2 Overhill Road, Scarsdale, N. Y. 10583. 1970. 212 pp. $4.25

This volume contains materials on how to build a positive self-concept, and lists books by age levels for use with various minorities, including Puerto Ricans and Eskimos. It also lists books for adult literacy programs.

Good Reading for Poor Readers, rev. ed. George Spache, comp. Garrard, 2 Overhill Road, Scarsdale, N. Y. 10583. 1972. $4.95.

A list of easy books for the reluctant reader in the elementary school. Each title is annotated and graded, and a special reading level is given for each book. Includes trade books, series, magazines, newspapers, programmed materials, and textual materials. Especially useful for teachers of Grades 4 through 7.

Growing Up with Science Books, 9th ed. R. R. Bowker Company, ed. 1180 Avenue of the Americas, New York, N. Y. 10036. 1974. 36 pp. 100 copies for $11.00.

Lists about 200 titles that are of interest for today's child with scientific interests. Similar to the booklet *Growing Up with Books,* the entries are annotated, priced, and classified within five different age groupings. They are excellent for distribution by PTA's, libraries, or booksellers.

I Read, You Read, We Read; I See, You See, We See; I Hear, You Hear, We Hear; I Learn, You Learn, We Learn. Children's Services Division, American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1971. 112 pp. $2.00.

A guide to materials for volunteers and others working with the culturally different child. It includes books to read, films to see, records and tapes to hear.

Image of the Black in Children's Fiction. Dorothy Broderick. R. R. Bowker Company, Bowker Order Department, Box 1807, Ann Arbor, Mich. 48106. 1973. 215 pp. $13.50.

This study examines stereotypes and racism in children's literature, and considers historical developments. It includes bibliographies, indexes, and references to standard selection tools.

Introducing Books: A Guide for the Middle Grades. John T. Gillespie and Diana L. Lembo. R. R. Bowker, Bowker Order Department, P.O. Box 1807, Ann Arbor, Mich. 48106. 1970. 318 pp. $10.95.

Plot summaries of eighty-eight books for 9-14-year-olds are given in this companion volume to *Juniorplots.* Selections are organized around eleven developmental themes which are stressed in the middle-grade curriculum. Related books and audiovisual materials are suggested.

Literature by and about the American Indian. Anna Lee Stensland. National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801. 1973. 208 pp. $4.75.

An annotated bibliography for junior and senior high school students. Annotations include brief summaries, suggestions as to good and bad points of the book, and information about the author. Selections range from myths and legends to fiction, history, and anthropology. Study guides to selected books are also included.

Little Miss Muffet Fights Back, rev. ed. Feminists on Children's Media, comps. Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N. Y. 11357. 1974. 62 pp. $1.00.

A bibliography of recommended nonsexist books about girls. Books were chosen for this list because they portray girls and women as active, vital human beings, or because they further understanding of social conditions and the choices which are related to them. The annotations range from picture books to books for older readers. Also includes an annotated list of recommended readings on sexism in children's books and education.

Picture Books for Children. Patricia Jean Cianciolo and members of Elementary Booklist Committee of the National Council of Teachers of English, eds. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1973. 159 pp. $6.50.

This bibliography of over 375 items presents picture books for children from preschool to high school. Listings provide this information: author, title, illustrator, publisher, year, retail price, age recommendation, and annotation. Particular attention is given to the artistic impact of these books

Reading, Children's Books and Our Pluralistic Society. Harold Tanyzer and Jean Karl, comps. and eds. Perspectives in Reading, No. 16, International Reading Association, Box 695, Newark, Del. 19711. 1972. 89 pp. $3.00 to members; $3.50 to non-members.

Contains many articles on ethnic literature for children, along with an annotated listing of recent (since 1967) bibliographies on ethnic materials for people of all ages.

Reference and Subscription Books Reviews 1972-74. Reprinted from *The Booklist*, Vols. 69-70 (September 1, 1972 to July 15, 1974). Prepared by The American Library Association Reference and Subscription Books Review Committee. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. 1975.

Includes 137 reviews of reference books first published in *The Booklist*. Useful to teachers, parents, and librarians as a buyers' and consumer's guide to reference books. Reviews are arranged alphabetically and reprinted in their entirety. Revised periodically.

Starting Out Right. Bettye I. Latimer, ed. Children's Literature Review Board. Produced through the Office of Equal Educational Opportunity, Civil Rights Act (1964), Title IV. Wisconsin Department of Public Instruction. Madison, Wis. 53705. 1972.

This bibliography is a guide for choosing books about black people for children from preschool through Grade 3. Titles are accompanied by a commentary which indicates books which are recommended and those which are not. The editors' concern is in assessing the overall quality of these books and the kinds of images of black people which are conveyed to the reader.

Stories. Ellin Greene, comp. New York Public Library. Office of Branch Libraries, 8 East 40th Street, New York, N. Y. 1-016. 1972. $1.00.

A revised edition of *A List of Stories to Tell and to Read Aloud!* This bulletin suggests proven stories and poems to tell to children. Entries are briefly annotated; age level is not suggested.

Periodicals

Appraisal: Children's Science Books. Children's Science Book Review Committee, Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138. Published three times a year. $4.00 per year. Single copies $1.50.

Each issue contains reviews of about seventy-five children's science books. Two reviews are included for each title--one by a children's librarian and one by a specialist. A useful publication for anyone ordering or recommending science books for children.

Book Review Digest. The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452. Published monthly, except February and July. Service basis rate quoted on request.

Evaluates about 4,000 adult and children's books each year. Provides for comparisons, as several reviews of a book are listed in one source. Reviews are taken from English and U.S. periodicals devoted to reviewing current literature.

Bookbird. A quarterly published by the International Board on Books for Young People. Richard Bamberger, ed. U.S. Subscriptions: Package Library of Foreign Children's Books, Inc., 119 Fifth Avenue, New York, N. Y. 10003. $5.00.

An international periodical on literature for children and young people. Includes papers about books and authors in many countries, prize-winning books, and books recommended for translation.

The Booklist. American Library Association, 50 East Huron Street, Chicago, Ill. 60611. Published twice a month through July and once in August. $20.00 per year.

Reviews both adult and juvenile books, some before publication. The comprehensive reviews are annotated and graded by age levels and grades. Includes reviews of encyclopedias and reference books, along with special topic bibliographies on such subjects as career education, women's liberation, drug education, black Americans. It frequently includes reviews of audiovisual materials, and suggests the kind of library for which the books are recommended. It is the library profession's own reviewing medium, and is a recognized authority in the field.

Book World. 230 41st Street, New York, N. Y. 10036. Published weekly.

Children's books are reviewed each week in this magazine supplement to the *Washington Post* and *The Chicago Tribune*. Zena Sutherland is editor of the column on children's books. During "Book Week" in the fall and again in the spring a large special edition of the book section features children's books.

The Bulletin of the Center for Children's Books. Graduate Library School, University of Chicago Press, 5801 Ellis Avenue, Chicago, Ill. 60637. Issued monthly except August. $8.00 per year.

An authoritative reviewing service concerned with critical evaluation of current juvenile books. Reviews include adverse, as well as favorable comments Each entry is graded and fully annotated with heavy emphasis on the curricular use of the book, developmental values, and literary merit.

The Calendar. Children's Book Council, 67 Irving Place, New York, N. Y. 10003. A one-time only handling charge of $5.00; no annual fee.

A semi-annual newsletter full of information about children's books; special events, articles, and free and inexpensive materials available from publishers. Titles of prize-winning books and up-coming television programs that are based on children's books are noted. An amazing amount of useful information is provided.

Childhood Education. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Published six times a year in October, November, January, February, March, and May. $12.00 per year (includes membership).

This professional magazine includes a column on children's books that contains annotations for some twenty-five books each issue. The reviews are written by a committee of librarians and subject specialists and are edited by the chairperson. Most reviews are incorporated into successive editions of *Bibliography of Books for Children,* published every three years by the Association.

Children's Literature. Temple University Press, Philadelphia, Penn. 19122. Published annually. Paperback edition $4.95.

This annual may be purchased separately, or is included in the membership fee of the Children's Literature Association. The contributors to the annual represent many disciplines, including psychology, folklore, sociology, and comparative literature. The content of the articles emphasizes criticism, not teaching techniques.

Children's Literature in Education. APS Publication, Inc., 150 Fifth Ave., New York, N. Y. 10011. Published four times a year. $15.00 a year.

A British publication devoted to serious criticism of children's literature, and commentary on the role of literature in education. Contributors present varying viewpoints; most of the authors whose work is discussed are familiar to both England and the U.S.

Cricket Magazine. Open Court Publishing Company, 1058 Eighth Street, LaSalle, Ill. 61301. Published monthly. $13.00 for 12 issues.

This literary magazine for elementary school children includes serializations and excerpts from favorite books, as well as new stories and poems by well-known authors. Regular features are "Meet Your Author"; "Cricket's Bookshelf," with child-oriented reviews; and the "Cricket League," for children's own writing. One of the very few magazines of quality for children.

The Horn Book Magazine. Horn Book, Inc., 585 Boylston Street, Boston, Mass. 02116. Published six times yearly. $10.50 per year;

Devoted wholly to children's books and reading, this magazine includes detailed reviews of current children's books. Emphasis is placed on the literary quality of the books. Entries are classified by subject and age level. Articles about authors, illustrators, award books, and the history of children's literature are frequently featured. Acceptance papers by the winners of the Newbery and Caldecott Medals, together with biographical pieces about the winners, appear in the August issue each year. In October there is a "Fanfare" list of outstanding books of the preceding year.

The Instructor. Instructor Publications, Inc., Instructor Park, Dansville, N. Y. 14437. Published monthly with combined August/September and June/July issues. $8.00 per year.

This popular magazine for teachers has a section devoted to books for children that includes annotations, grades, and priced entries. Occasionally, articles concerning children's literature are featured.

Interracial Books for Children. Council on Interracial Books for Children, Inc. 1841 Broadway, New York, N. Y. 10023. Published eight times per year. $8.00

This bulletin has many interesting articles related to eradicating racist and sexist materials in both the literature for children and in instructional texts.

Language Arts (formerly *Elementary English*). National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801. Issued monthly, September through May (November/December combined issue). $15.00 per year (including membership in NCTE).

As the official journal of the Elementary Section of the National Council of Teachers of English, this periodical regularly reviews children's books in their "Books for Children" section. Articles about teaching literature in the elementary school; about authors, illustrators, children's reading interests, and research in literature are frequent features of this professional journal.

Media and Methods. North American Publishing Company, 134 N. 13th Street, Philadelphia, Penna. 19107. Published nine times per year, September through May. $9.00 for one year.

Concerned with the wide use of media in the classroom and contemporary teaching techniques. Geared more to the middle school and high school teacher, it provides useful articles on upcoming television shows, new films and filmstrips, and teaching techniques.

The New York Times Book Review. New York Times Co., Times Square, New York, N. Y. Published weekly. $13.00 per year.

Book reviews of the latest children's books are presented each week in a special column of the New York *Times* entitled "For Younger Readers." During "Book Week" in the fall and in mid-May, a special section, the *Book Review*, is devoted to children's books. In the November issue a jury of art experts selects its choices of the ten best-illustrated children's books of the year. Before Christmas the editor's choice of "100 Outstanding Books" is included.

Phaedrus: A Journal of Children's Literature Research. Phaedrus, Inc., 14 Beacon Street, Boston, Mass. 02108. Published twice a year. $9.00 per year.

A reference tool for those involved in theoretical inquiry and research in children's literature. Each issue contains sections on selected dissertations; periodical literature; antiquarian and new booksellers; and recent bibliographies, catalogues, and studies.

Previews. R. R. Bowker Company, 1180 Avenue of the Americas, New York, N. Y. 10036. Published nine times per year. $5.00 per year.

A useful selection aid for librarians, media specialists, and all who select nonprint media and equipment for educational use. Contains reviews of audiovisual materials, new listings, and evaluations of equipment needed.

Publishers' Weekly. "Children's Book Number." R. R. Bowker and Company, 1180 Avenue of the Americas, New York, N. Y. 10036. $20.00 per year.

Twice a year (spring and fall) this "Publisher's Bible" devotes huge issues to children's books. It lists juveniles of all types for all ages and tastes, and includes an index of children's books by author, title, and illustrator. Dates of publication, including forthcoming books, are indicated. Feature articles on children's books are always included in these special issues.

School Library Journal. R. R. Bowker and Company, 1180 Avenue of the Americas, New York, N. Y. 10036. Issued monthly from September through May. $10.80.

This periodical tries to evaluate every new children's book published each year, covering more than 85 percent of each year's new books for children. It carries over 2,000 critical reviews written by practicing school and public librarians and teachers. Single stars indicate a book's excellence in relation to others of its kind. Entries are arranged by grade levels and subject categories. Articles on current issues in publishing and teaching--such as sexism in children's books and censorship--are regular features of this journal. Each December the editors make their selection of the "Best Books" of the previous year.

School Media Quarterly. American Association of School Librarians, American Library Association, 50 East Huron Street, Chicago, Ill. 60611. Published four times a year in fall, winter, spring, and summer. AASL membership required. Subscription price of $1.25 a year included in membership dues.

The official journal of the AASL. Many of its articles are relevant to book evaluation and selection processes. Issues on censorship, new standards for media programs, and other concerns of school librarians are discussed.

Science Books. A Quarterly Review. American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005. Published quarterly. $10.00 per year.

Reviews trade books, textbooks, and reference works in the pure and applied sciences for students in elementary, junior high, secondary schools, and college and for those in professional work. About 200 titles are reviewed in each issue Three levels are given for elementary; very simple, intermediate, and advanced; double-starred books are highly recommended. Each book is reviewed by a qualified specialist. The published annotations are prepared by the editorial staff from notes and comments of the reviewers.

Science and Children. National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. $5.00 per year. Free to members.

Includes a monthly column that reviews recent science books and audio-visual materials.

Teacher. (formerly *Grade Teacher*). Macmillan Professional Magazines, Inc., 22 West Putnam Avenue, Greenwich, Conn. 06830. Published monthly, September through June; May-June issue combined. $8.00 per year.

Children's books are regularly reviewed in a "Books for Children" column each month. Occasional articles about children's literature are included.

Top of the News. Children's Services Division and the Young Adult Services Division of American Library Association. Publication Office, 1201-05 Bluff Street, Fulton, Mo. 65251. Published November, January, April, and June. $7.50 per year, included in membership dues; $15.00 per year to nonmembers.

This quarterly journal contains interesting articles on issues in children's literature, news of international publishing, the May Hill Arbuthnot honor lecture, and many other features of interest to librarians and teachers of children's literature.

Wilson Library Bulletin. The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452. Issued monthly, September-June. $11.00 per year. Single copies $1.00.

This bulletin includes discussions and reviews of all types of books, adult and children's. Features include a monthly review of current library reference books, news of literary awards, biographical sketches of authors, and a section devoted to displays of the month. The October issue is devoted to children's books.

~~IX p.5~~

XIII

GENERAL CONDITIONS THAT BUILD APPRECIATIONS AND STANDARDS IN LITERATURE

1. Have a library corner with good books easily available.
2. Keep a bulletin board of good books before the class. Discarded book jackets, posters, and pictures of favorite authors will help make these bulletin boards attractive.
3. Read a poem or story to the class at least once a day.
4. Encourage children to share the good books they have read by providing time during "sharing" periods.
5. Provide time every day for children to choose favorite books and to read silently.
6. Encourage the children to tell and write stories, poems, and books.
7. Take the class to good motion pictures of great pieces of literature or show these films in the classroom.
8. Use film strips, such as those of the Weston Woods, to create an interest in new books.
9. Use creative book reports for children to share each other's literature experiences.
10. Draw or paint pictures of favorite poems, books, or characters.
11. Encourage children to share their home libraries with the class. Ask them to bring three or four books from home and tell the others about them while they show the pictures.
12. Encourage frequent trips to the town library or the school library.
13. Reserve time occasionally for the school librarian to come into the room and show new books from the library or tell a story.
14. Encourage children to take advantage of local children's theater groups or traveling companies who do a notable adaptation of some piece of children's literature.
15. Watch the paper for good commercial television shows that portray some great children's literature.
16. Play some of the better commercial recordings of dramatizations of children's stories, such as Hansel and Gretel, The Littlest Angel, The Christmas Carol, Peter and the Wolf.
17. Organize a Book Club that meets once a week in your classroom.
18. Children can make their own book jackets for their favorite books.
19. Make up good book lists for parents and have them dittoed to be sent home. This may be done around Thanksgiving time as a guide for parents in purchasing children's books for Christmas gifts.

20. Watch for radio programs that dramatize children's literature.

21. In art class, have the children make posters of books they like. When made in three dimensions these posters add interest to book exhibits, library displays, and bulletin board exhibits.

22. Devote a few assemblies each year to programs about books. If each grade would take responsibility for putting on one assembly program during the year to which other classes were invited, the children would be constantly exposed to books on all reading levels and all topics.

23. Celebrate Book Week with assemblies, exhibits, visits from authors, library trips, story hours, displays, and special programs. Be sure all children have a part in preparing for Book Week. (Many ideas for Book Week programs may be found on the following pages.)

24. Hold at least one or two Book Fairs a year where the materials made by the children may be exhibited. However, a fair should expose children to hundreds of new and exciting books. It will be necessary to arrange for traveling commercial exhibits and book companies to exhibit. The books should be covered with strong plastic covers so that they may be handled and skimmed by children.

25. Correlate literature with all your classroom work. In social studies, read great books to help children understand the life of any given country. Heidi correlated well with a study of Switzerland, The Secret Garden with England. Kipling's stories relate well to India, and The White Stag is perfect reading when studying the countries of central Europe (see Book V of this series[2]). Many books provide excellent material for dealing with social problems and may be used in bibliotherapy (see Book V).

26. In grammar classes, styles of writing may be studied by reading from various authors. Much literature has been set to music, such as "The Lord's Prayer," "The Owl and the Pussycat," "Little Boy Blue," "A Nautical Ballad," "Cradle Hymn," "The Nutcracker." Less notable ones that are nonetheless, part of the children's rightful heritage, are "The Night Before Christmas," nursery rhymes, and folk ballads of the west, the mountains, and the plains. Music and literature can be closely correlated by singing some of the great poems set to music or by hearing them sung by great artists on high fidelity recordings. Every aspect of the school curriculum may be correlated with some great children's story or poem.

27. Art work is a close companion to literature. Correlations in art have already been suggested in bulletin-board displays; creative book reports; drawing and painting pictures of stories, books and poems; making posters, and book week exhibits and displays. Other ways art may be correlated are:

    1. Use cut-out illustrations for children's favorite selections.
    2. Use crayon sketches.
    3. Use block print designs for posters and for covers for Book Week Programs.
    4. Have the children fingerpaint pictures of the literature they read.
    5. Spatter-paint designs can be used as variety in illustration.

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[2]James A. Smith, Creative Teaching of the Social Studies in the Elementary School (Boston: Allyn and Bacon, Inc., 1967), Chapter VIII.

6. Make silhouette designs of favorite scenes from their readings.
7. Colored chalk lends variety to illustrations, especially in covering large surfaces such as murals or backdrops for dramatizations.
8. Favorite characters can be depicted with soap carvings.
9. Sand-table scenes of favorite stories may be constructed.
10. Wood models may also be constructed.
11. Dolls may be dressed to represent story-book characters (real and paper dolls).
12. Prints (potato prints, cork prints, and linoleum prints) may be used to make book covers, program covers, and invitations to Book Week programs.

Other art activities suggested are clay modeling, mural painting, puppet shows, shadow plays, map-making, costume-making, and flannelgraph presentations.

28. Development of good oral expression can be closely allied with the development of an appreciation of good literature (see Book II of this series.[3]) In reading stories to the class the goals of good oral presentation--poise before the group, clear enunciation, correct pronunciation of words, correct phrasing, the use of a pleasant and interesting speaking voice, and the ability to read with expression--can be developed.

29. In addition to the many activities suggested in Book II of this series, which may be correlated with literature, children will enjoy many described on the following pages. Other possibilities include making tape recordings of their favorite selections or stories; story-book quizzes made up by the children; the reading of favorite selections to each other; telling the saddest part or the most humorous part of the story; holding a tall tale contest; reading or quoting favorite poems; showing and telling about the illustrations; and holding round-table discussions of favorite books, stories, characters, incidents and authors.

30. We have already seen how written expression can be correlated with literature in many ways in Book II of this series. When the children create their own literature they will appreciate that of the writers. Some activities to develop written expression are: writing plays and radio or TV scripts, writing character sketches, making dictionaries or reference books containing new or strange terms, collecting sayings, making riddles, keeping individual records of books read, writing short reviews for a local or school newspaper, making and working crossword puzzles, writing letters to friends about books, making animated book lists for children in another grade or of another age, and writing biographies of authors.

31. Keep a good, up-to-date anthology of children's literature on your desk so that, at your fingertips, you have a story or poem to use on any occasion.

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[3]James A. Smith, Creative Teaching of the Language Arts in the Elementary School (Boston: Allyn and Bacon, Inc., 1967), Chapter V.

James A. Smith
CREATIVE TEACHING OF READING AND LITERATURE
IN THE ELEMENTARY SCHOOL
Allyn and Bacon, Inc., Boston, 1967, Pg. 212-215

Children's Literature
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METHODS: SHARING BOOKS

The sharing of books read is a vital aspect of the literature program. It is when the pupils tell about the books they have read and show a completed project based upon the book, that interest in a particular book is created. The following is a list of suggested ways to share a book.

1. Tell about the book.
2. Write and produce a play about the book.
3. Illustrate the book. Remember to give your picture a caption.
4. Write and put on a puppet show.
5. Make a diorama.
6. Make a movie about the book and narrate it. (Use the small theater or the overhead projector.)
7. Paint a picture.
8. Make a booklet about the book.
9. Make a scrapbook.
10. Make a book jacket.
11. Make clay figures to represent the book.
12. Make paper figures and mount them.
13. Dress a doll like the main character in the book.
14. Make a wooden article to represent the book.
15. Make a TV show.
16. Do a radio play.
17. Make a mobile.
18. Make a map.
19. Make a floor plan.
20. Make a poster.
21. Write a letter to the author.
22. Read parts of the book orally to others.

23. Explain to the class something learned from the book.

24. Make a crossword puzzle based on the book.

25. Play a record about the book.

26. Bring in slides to show.

27. Bring in snapshots.

28. Make a poster advertising the book.

29. Make a collage.

30. Make a story character from scrap material.

31. Construct a (cardboard) replica of something important from the story.

32. Copy a favorite passage or poem from the book.

33. Re-create an illustration from the book.

34. Make and put up a bulletin board.

35. Use cut-out figures to illustrate the book.

36. Report on the historical background upon which the book is based.

37. Create a scene.

38. Show and tell a shadow story based on the book.

39. Write a diary that you think the main character might have kept.

40. Rewrite the ending the way you think it should have ended.

41. Write a sequel to the book using the same characters in the same setting.

42. Cut characters (or scene) out of cloth and mount on heavy paper.

43. Make up a song about the book.

44. Be prepared to be interviewed.

45. Give a sales pitch.

46. Dress up like the main character.

47. List the changes in the mood of the main character.

48. Write a letter to a friend in which you influence that friend to read the book.

49. Make a clock which shows the story happenings in sequence.

50. Make a comic strip.

51. Make a block printing.

52. Make a time line.

53. Write a description of one of the characters.

54. Get more information on a topic mentioned in your book.

55. Make a list of unusual words.

56. Make up a riddle and have others try to guess the book.

57. Write a book review.

58. Read about the author and write a short biography.

59. Compare two or more books written by the same author.

60. If it's a story about people and pets, rewrite the story from the point of view of the pet.

61. Make a papier-maché figure.

62. Set up a realistic scene (using friends) and take a snapshot of it.

63. Conduct a small group discussion on the book.

64. Make a picture on wood using a wood-burning set.

65. Make a book train showing story happenings in sequence.

66. Make a crepe paper scene.

67. Make a miniature float.

68. Compare two or more books written on the same topic.

69. Make an annotated list of books written by the same author.

70. Read another book by the same author.

71. Write an "autobiography" of one of the characters.

72. List some interesting figures of speech used by authors.

73. Locate your story on the map and then find out something interesting about the place.

74. Write a newsflash about a book to stimulate interest in it.

75. Do a finger-painting with the theme based on the book.

76. Make a frieze based on the book.

77. Write a book review for the school newspaper.

78. Make a rebus of an incident.

CHILDREN'S LITERATURE

HOW TO JUDGE A BOOK

CHARACTERS

Who Are the People in the Story and How Are They Created?

1. How does the writer reveal character (narration, conversation, thoughts of others, action, thoughts of the character)?

2. Is the character involved in enough action to make the story appealing to the young reader?

3. Are the characters convincing and credible? How are their motivations revealed? Do we see their strengths and weaknesses?

4. Do the characters change? How? When?

5. Is the behavior of the characters consistent with their ages and backgrounds?

6. Do these characters verify certain truths about human nature? Identify these truths.

7. Does the writer make it possible for you to identify with the characters? How? Where?

SETTING

When and Where Does the Story Take Place?

1. How does the story indicate time (type of setting)?

2. How does the setting affect action, character, theme, and style of language?

3. Does the story transcent the setting--the here and now or the here and then--and have universal implications? How?

4. Why is it essential/important that the author created this <u>particular</u> setting for this <u>particular</u> story?

5. Does the writer make you see, hear, touch, feel, and even smell the place(s) where the story is set? What colors, sounds, figurative language, and other language means go into creation of the writer's setting?

THEME

What Is the Main Idea of the Story?

1. Is the theme explicit or implicit? Has the story a preaching or teaching purpose rather than a purpose that helps the reader understand him/herself or others? If there is no theme in the story, has it a unifying idea?

2. Is the theme worth sharing with adolescents?

3. Does the theme emerge naturally from the story or is it stated too obviously?

Children's Literature
How to Judge a Book

STYLE

How Is the Story Written? How Are the Ideas Expressed?

1. Choose a favorite passage and look at the writer's use of language: word choice, sentence patterns, syntax, ways in which the words on the page might be expressed orally, dialect, etc. That is, describe the style of writing.

2. Is the style of writing appropriate to the subject?

3. Is the style straightforward or figurative?

4. Is the dialogue natural and suited to the characters?

5. How does the author create mood through style of language?

6. What is your overall feeling while reading the story as well as after reading the story? Gloom, fear, happiness, warmth, security, distance, a sense of hope or despair, etc.?

POINT OF VIEW

Who Tells the Story? Who is the Speaker?

1. Through whose eyes do we see the events of the story?

2. Through whose perceptions do we view the other characters?

3. Which narrative technique does the writer use? Why? What does the writer attempt to achieve by using that technique and not another?

4. Is the story mostly dialogue or narration? Why?

5. Does the writer use a combination of narrative techniques? Name them. Purpose?

TONE

What Is the Author's Attitude Toward the Story and the Reader?

1. Does the tone fit the topic? Character? Events?

2. How does the author convey tone?

didactic/preachy	condescending
humorous/whimsical	playful
affectionate	angry
tongue-in-cheek	sarcastic
pessimistic	positive/negative
mock-serious	dignified
satirical	

Adapted from Rebecca Lukens, a CRITICAL HANDBOOK OF Children's Literature (Scott, Foresman 1976)

XV

XI

Taken from Children's Literature:
An Issues Approach
by
Masha Kabakow Rudman
D.C. Heath, 1976

Suggested Criteria

Ten Quick Ways to Analyze Books for Racism and Sexism*

Both in school and out, your children are being exposed to many books that convey racist and sexist attitudes. These attitudes — expressed over and over by books and other media — gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a parent or a teacher to convince their children to question society's attitudes. But if you can show a child how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The ten guidelines below are a starting point. [*It is important to take the step of communicating these guidelines to the children. Adults should not confine to themselves the privilege of exercising these judgments.*]

1. Check the Illustrations.

   Look for stereotypes. A stereotype is an oversimplified generalization about a particular group, race, or sex, which generally carries derogatory implications. Some "famous" stereotypes of Blacks are the happy-go-lucky Sambo eating watermelon, or fat, old, eye-rolling mammy [*or the ignorant, physically powerful savage, or the larger-than-life "noble" savage, or the figure created to be of service to the White, or the contented slave, or the superstitious ignoramus, or the inherently rhythmic singer and dancer, with no other dimension of character, or the newly created ghetto child, whose whole*

* Adapted and reprinted by permission of the Council on Interracial Books for Children, Inc.

life is poverty and crime]. While you may not always find them in the forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

Look for tokenism. If there are nonwhite characters, are they just like the white faces but tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals?

Look at the life styles. Are minority characters and their setting depicted in such a way that they contrast unfavorably with an unstated norm of white middle-class suburbia? For example, minorities are often associated with the ghetto, migrant labor, or "primitive" living. If the story does attempt to depict another culture, does it go beyond oversimplifications of reality and offer genuine insights into another life style? [*Look for appropriateness. Are minority characters "quaint" or "curious"? Are they dressed in costume? Or do the illustrations reflect reality? Are they accurate?*]

2. Check the Story Line.

   Civil Rights legislation has led publishers to weed out many insulting passages and illustrations, particularly in stories with black themes, but the attitudes still find expression in less obvious ways.

   Relationships. Do Whites in the story have the power and make the decisions? Do nonwhite people function in essentially subservient roles?

   Standard for success. What does it take for a character to succeed? To gain acceptance, do nonwhite characters have to exhibit superior qualities — excel in sports, get A's, etc.? In friendships between white and nonwhite children ("brotherhood"), is it the nonwhite who does most of the understanding and forgiving?

   Viewpoint. How are "problems" presented, conceived, and resolved in the story? Are minority people themselves considered to be "the problem"? Do solutions ultimately depend on the benevolence of a white person?

3. Consider the Effects of the Book on the Child's Self-Image and Self-Esteem.

   Are norms established which limit the child's aspirations and self-concepts? What does it do to black children to be continuously bombarded with images of white as beautiful, clean, virtuous, etc., and black as evil, dirty, menacing, etc.?

4. Consider the Author's or Illustrator's Qualifications.

Read the biographical material on the jacket flap or on the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the topic? If they are not members of the minority being written about, is there anything in the author's or illustrator's background that would specifically recommend them for this book?

The above observations do not deny the ability of writers to empathize with experiences other than those of their own sex or race, but the chances of their writing as honestly and as authentically about other experiences are not as good.

5. Look at the Copyright Date.

Books on minority themes — usually hastily conceived — suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but these were still written by white authors and reflected a white point of view. Only very recently, in the late 1960s and early 1970s, has the children's book world begun to even remotely reflect the realities of a multiracial society.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist although recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. Note that the copyright date only means the year the book was published. This time lag has meant very little in the past, but in a time of rapidly changing consciousness, when children's book publishing is attempting to be "relevant," it is becoming increasingly significant.

6. Determine the Author's Perspective.

[The description of this criterion in the article deals exclusively with textbooks and has, therefore, been rewritten. But the criterion is an important one and must be considered in looking at other kinds of books as well.

No author is totally objective. But, since most authors of children's books have traditionally been white, the perspective has been somewhat limited. Omissions and distortions are therefore to be expected. These should be exposed and dealt with accordingly.

7. *Note the Setting. (This criterion was added by this author.)*

Many of the more recent works of fiction for children dealing with the black experience are set in the ghetto. While this may be a realistic background for some stories, it is not the only one in which black people

live and work. If the story is set in the city, but not the ghetto, are there other minorities represented, and are there Whites visible as well? Is the setting a place that confirms the identity of the characters? Does it help the reader to form a positive image of the Black? If it is a middle-class setting, does it convey a sense of individuality rather than imitativeness of a white standard?

In rural or suburban settings, is there evidence of a multiethnic population? Again, are the characters drawn as individuals rather than as symbols or types?

8. *Note the Relationships. (This criterion was added by this author.)*

Look at descriptions of families. Is the black mother always the dominant member of the family? How intact is the nuclear family? If the family is separated, are there reasons given that indicate society's responsibility? What kinds of friendships are described? Are white friends valued over black? What are the aspirations of the characters? How are these received by the others?]

9. Watch for Loaded Words.

A word is loaded when it carries overtones of insult. Examples of loaded adjectives, usually racist, are *savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile,* and *backward.*

[Look, too, for inappropriate use of dialect. Dialect is often useful in conveying a sense of authenticity to a story and in permitting the readers to see in print what they hear during their daily existence. But dialect used inappropriately, and as a differentiating mechanism with negative intent, can cause readers to feel that the dialect and therefore the person who speaks it are inferior.]

10. Note the Heroes and Heroines.

For many years books showed only "safe" minority heroes and heroines — those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own culture and struggles for justice.

[A list of figures often omitted or maligned in textbooks is included in the original article. Look at the qualities that black heroes and heroines are permitted to have in works of fiction. How varied are they? How often are their qualities not the same as those admired in white protagonists? How often must they rescue white folks in order to be accepted and admired? Do they perform more than a service function? Can black characters take the lead when white ones are present?]

Ethnic Literature

Analysis Handout

Objective:

To apply the criteria found on "How to Judge a Book" and "Ten Quick Ways" to a particular literary selection. Each group will also decide if, based on the outcome of the first activity above, the literary selection will be worthwhile for their students, giving specific reasons for its choice.

Format

1. Each group reviews a literary selection which qualifies as ethnic literature. Because of the time problem each group will be given a children's picture story book in which an ethnic group is represented. The following books should be available at this time:

   Carlos Goes to School by Eloise A. Anderson (Warne, 1973) (32 pp.)

   Don't You Remember? by Lucille Clifton (Dutton, 1973) (32 pp.)

   Arrow to the Sun by Gerald McDermott (Viking, 1974) (34 pp.)

   Umbrella by Taro Yashima (Viking, 1967) (34 pp.)

   Watch Out for the Chicken Feet in Your Soup by Tomie de Paola (Prentice-Hall, 1974) (32 pp.)

2. Allow ample time for each group to read its book aloud, discuss in light of the critical criteria, and report about it to the large group. Be sure to have each group's representative show the book to the large group as well as read sections from it aloud.

ARRANGING LITERATURE IN THE LANGUAGE ARTS CURRICULUM

FOUR POPULAR METHODS

1. In chronological order.
2. According to types of literature
3. In units based on central themes.
4. Around students' experience (sometimes overlaps no. 3).

Each method of arrangement has its good qualities and its drawbacks. The major pro's and con's of some of the arrangements are as follows:

ARRANGEMENT BY CHRONOLOGY

Pro's

1. Chronology, since it follows the inexorable calendar, affords the most orderly plan of procedure.
2. Students learn the pattern of development of literature.
3. Students learn some of the relationships between literature and history.
4. Students do not stay with one type long enough to become bored with it.

Con's

1. Learning to enjoy literature is much more important than learning who wrote what when.
2. The literature that students usually find least interesting is presented first.
3. When time runs short, modern literature is likely to be neglected.
4. Sometimes the chronological course in literature degenerates into a course in literary history.

ARRANGEMENT BY TYPES

Pro's

1. Students learn to distinguish literary forms.
2. Comparison of work of different authors who used the same medium is facilitated.
3. Students learn how writing of each type has changed.
4. Students who like one type may be stimulated to further reading in that type.
5. It is easy to combine this arrangement with some other.

Con's

1. It does students little real good to be able to identify a type of literature.
2. Too much stress is put upon distinctions that are not always clear-cut (e.g., between short story and essay, or novelette and novel).
3. Students acquire no idea of the whole pattern of development of literature.
4. If much time is devoted to a type that some students dislike, that part of the course is a desert for them.
5. The selections often have no continuity or similarity other than being of the same type.

ARRANGEMENT BY UNITS AND THEMES

Pro's

1. The reading is related to general topics (adventure, science, etc.) in which students are usually interested.
2. Selections from different countries and different centuries may be introduced in the same unit.
3. Students do not stay with one type long enough to become bored with it.
4. Students may readily be stimulated to do additional reading on a topic that they enjoy.
5. Differences in authors' points of view may be studied.

Con's

1. Sometimes selections are chosen not because of their quality but because they pertain to the theme.
2. Students acquire no idea of the whole pattern of development of literature.
3. Some students may not be interested in the general topic of the entire unit.
4. Regular use of this arrangement becomes tiresome.
5. There is danger that sociology and history may be stressed too much, literature too little.

ARRANGEMENT AROUND STUDENT EXPERIENCES

Pro's

1. This arrangement emphasizes not the literature but the experiences that students can obtain with and through literature.
2. Students' problems may be the focus; thus, students get help in regulating their own lives.
3. Students are urged to do more independent reading than in other arrangements.
4. Individual differences create less of a problem in this arrangement than in others.

Con's

1. The material read may sometimes be of inferior quality.
2. Independent work is difficult to grade.
3. Students' laziness often makes independent work slipshod.
4. Students acquire no idea of the whole pattern of development of literature.

Taken from *The Teaching of High School English* by J. N. Hook.

Ethnic Literature

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   Umbrella by Taro Yashima (Viking, 1967) (34 pp.)

   Watch Out for the Chicken Feet in Your Soup by Tomie de Paola (Prentice-Hall, 1974) (32 pp.)

2. Allow ample time for each group to read its book aloud, discuss in light of the critical criteria, and report about it to the large group. Be sure to have each group's representative show the book to the large group as well as read sections from it aloud.

XX

CULTURAL STUDY OF FOLK TALES

Cultures	Collectors	Typical Tales	Characters	Characteristics
British Folk Tales	Joseph Jacobs (1854-1916)	*The Old Woman & Her Pig* *The Three Little Pigs* *The Little Red Hen* *Tom Tit Tot* "Jack & the Beanstalk" "Whippety Stourie"	Mr. Vinegar Lazy Jack Giants "Wee folk" Dick Whittington	Cumulative tales for the youngest Well-loved beast tales Droll humorous stories Giant killers Simpletons
German Folk Tales	The Grimm Brothers Jacob (1785-1863) Wilhelm (1786-1859)	*The Traveling Musicians* *The Shoemaker & the Elves* *Rumpelstiltskin* *Hansel and Gretel* "Frog Prince" *The Seven Ravens* *Rapunzel* *Snow-White & the Seven Dwarfs*	"Clever" Elsie Tom Thumb Rumpelstiltskin Hansel & Gretel Snow White Evil witches Dwarfs and elves Bears Wolves	More somber frightening tales Some children as characters Harsh punishment (Snow White) Romances--Rapunzel, Snow White, King Thrushbeard Transformations
Norse Tales	Peter Christian Asbjørnsen (1812-1885) Jorgen E. Moe (1813-1882) Translated into English by George Webbe Dasent (1817-1896)	*The Three Billy Goats Gruff* "Why the Sea Is Salt" "Why the Bear Is Stumpy-tailed" "Gudbrand on the Hillside" "The Lad Who Went to the North Wind" "Princess on the Glass Hill" *East O' the Sun & West O' the Moon* "Lord Per"	Trolls, Tomte Many-headed giants Youngest sons or "Boots" North wind White bears Salmon Cats Reindeer, elk	Tongue-in-cheek humor Some pourquoi stories Helpful animals Magic objects Magic enchantments Many trials and tasks Poor boy succeeds

Cultures	Collectors	Typical Tales	Characters	Characteristics
French Folk Tales	Charles Perrault (1628-1703)	*The Little Red Riding Hood* *Puss in Boots* *Cinderella* *The Sleeping Beauty* *The Twelve Dancing Princesses* *Beauty and the Beast* "Chanticleer the Cock's Story"	Fairy godmothers Jealous stepsisters Kings and queens Princes and princesses Courtiers Reynard the Fox	Traditional fairy tale Romance Wicked enchantments Long sleep Unselfish youngest daughter succeeds
Russian Folk Tales	Alexander Afanasyev (1855-1864)	*The Great Big Enormous Turnip* *The Fox & the Hare* *Vasilisa the Beautiful* *Salt* *The Fool of the World & the Flying Ship* *The Story of Prince Ivan, the Firebird & the Gray Wolf* "Marya Moryevna"	Fox is the trickster Vasilisa, the beautiful or the wise Ivan, the youngest brother Baba Yagas, witches Koshchei, the Deathless, an evil wizard The Firebird Wolves Falcons Bears	Ivan, the fool, triumphs over all Peasants & youngest brothers outwit generals and tsars Many sets of tasks and trials Quest of the firebird, frequent theme Helpful animals Dire punishments Frightening, bloody tales Wry humor
African Folk Tales	Harold Courlander and other present-day collectors	"How Spider Got a Thin Waist" *Why the Sun & the Moon Live in the Sky* "Zomo Pays His Debts" "The Man and the Mango Trees" "Ananai and Nothing" *The Cow-Tail Switch*	Ananai, the Spider Zomo, the Rabbit Hiapa, the Tortoise Mama Semamingi Crocodiles Leopards	"How and why" stories Many talking beast tales Animal tricksters Small defenseless animal or man outwits others Wry humor Play on words Dilemma tales

Cultures	Collectors	Typical Tales	Characters	Characteristics
Japanese Folk Tales		*Little One-Inch* *The Mud Snail Son* *The Funny Little Woman* *The Crane Maiden* *The Golden Crane* *The Burning Rice Fields*	Inchling Monotaro, Little Peach Boy Ogres, *Oni* Goblins, *Tengu* Magic badgers, *Tamuki* Urashima	Poor farmers or fisherman Childless couples who have "different" children Transformation into bird Respect for the ages Kindness to animals rewarded Self-sacrifice
American Indian Folk Tales	Henry Rowe Schoolcraft (1820's-1850's)	*The Long-tailed Bear* *The Fire Bringer* "Prince Who Was Taken Away by the Salmon" *The Ring in the Prairie* "Red Swan"	Glooscap Manabozho, "The Hare" Coyote Raven Badger	Many legends and nature myths Tricksters Transformation tales Romance Struggle for survival Use of pattern of four

Taken from Children's Literature in the Elementary School by Charlotte Huck. Third Edition. ~~Dodd, Mead~~ Holt, Rinehart, & Winston, 1976.

XXI ~~XVII~~

CROSS-CULTURAL STUDY OF FOLK TALES

Types of Folk Tales	Tale	Culture
Cumulative	*The Old Woman and Her Pig*	England
	All in the Morning Early	Scotland
	"The Pancake"	Norway
	"Plop!"	Tibet
Pourquoi Tales	"Why the Bear is Stumpy-Tailed"	Norway
	Why the Sun and the Moon Live in the Sky	Africa
	"How the Duck Got His Bill"	American-Indian
Beast Tales	*The Three Billy Goats Gruff*	Norway
	The Three Little Pigs	England
	The Traveling Musicians	Germany
	Anansi the Spider	Africa
	"Kantijil and Monkey Business"	Indonesia
Noodlehead Stories	"Clever Elsie"	Germany
	"Who Am I?"	Persia
	Three Rolls and One Doughnut	Russia
	"The First Shlemiel"	Jewish
	The Disobedient Eels	Italy
Wonder Tales	*Little One-Inch*	Japan
	"Jack and the Bean Stalk"	England
	Beauty and the Beast	France
	The Ring in the Prairie	American-Indian
	The Three Princes of Serendip	Ceylon
Realistic	"Gudbrand on the Hillside"	Norway
	Dick Whittington and His Cat	England
	"Who Will Wash the Pot?"	Russia
	The Wave	Japan
	Zlateh, the Goat	Jewish

Sample Motifs	Tale	Culture	Sample Variants	Culture
Magical Powers	*Six Companions Find Their Fortune*	Germany	*Cinderella*	France
	The Fool of the World and the Flying Ship	Russia	"Tattercoats"	England
	The Woodcutter's Duck	Poland	"Aschenputtel"	Germany
	The Five Chinese Brothers	China	"The Princess on the Glass Hill"	Norway
	Long, Broad and Quickeye	Bohemian	*Nomi and the Magic Fish*	Africa
			"Little Burnt Face"	American-Indian
Transformations	*Beauty and the Beast*	France		
	"The Frog Prince"	Germany		
	The Crane Maiden	Japan	*Rumpelstiltskin*	Germany
	"The Little Crow"	Africa	*Tom Tit Tot*	England
	"The Theft of Fire"	American-Indian	*Duffy & the Devil*	Cornwall
	"The Prince Who Was Taken Away by the Salmon"	American-Indian	"The Talking Fish"	Armenian
			"Whippety Stourie"	Scotland
			"Orgre Who Built a Bridge"	Japan
			"Fareedah's Carpet"	Arabia
Magical Objects	*The Dancing Kettle*			
	Vasilisa the Beautiful	Russia		
	Too Much Nose	Italy	"The Lad Who Went to the North Wind"	Norway
	"The Shepherd's Nosegay"	Czechoslovakia	"The Table, the Donkey and the Cudgel"	Germany
	"Aladdin"	Arabia	"The Enormous Genie"	Armenian
			"Jack and the North West Wind"	American-Appalachian
Trickery	*Nail Soup*	Sweden	"Bottle Hill"	Ireland
	Balarin's Goat	France		
	"The Best Liar"	Russia		
	"Anansi and the Old Hag"	Jamaica		
	"Shrewd Todie and Lyzer, the Miser"	Jewish	"Lazy Jack"	England
			Just Say Hic!	Turkey
			"Boy and the Cloth	India
			"A Time for Everything	Russia
			Epaminondas	American
			"Tony Di Noany"	Majorca

Taken from Children's Literature in the Elementary School by Charlotte Huck. Third Edition. ~~Dott, Foresman,~~ 1976.
Holt, Rinehart, & Winston

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BOOKS FROM THE COMMONWEALTH: ADULT May, 1978

British books recently sent to the English-Speaking Union Library in New York. Titles are specially chosen by the Books-Across-the-Sea Committee in London, both to reflect the life and culture of Great Britain to a general readership in the United States, and to represent the best of recent British writing and publishing.

SOCIAL STUDIES

Bouranell, C.K. COVENT GARDEN MARKET London: Studio Vista

A photographic social history of Covent Garden market before it disappeared. To accompany the illustrations text has been taken from conversations recorded in the new market at Nine Elms some months after the closure of the old Covent Garden.

Bowie, Janetta PENNY CHANGE: CLYDESIDE SCHOOLS IN THE 'SEVENTIES London: Constable

This is Miss Bowie's third book about Clydeside schools and it covers the period 1967-1973. She writes with humour and shrewd observation and her tales of the staffroom are as telling as her encounters with her pupils and their parents.

Hillier, Bevis, ed. FOUGASSE London: Elm Tree

A biography and collection of the works of Cyril Kenneth Bird - Fougasse - best remembered for his World War II posters, particularly the "Careless Talk Costs Lives" series. His style was unmistakable and even now, well over thirty years later, it has the same uplifting effect on the spirits.

Gathorne-Hardy, Jonathan THE PUBLIC SCHOOL PHENOMENON, 597-1977 London: Hodder & Stoughton

Gathorne-Hardy, himself an ex-public schoolboy, has tried to give an impartial examination of the public school system of education. It is a long, widely-ranging book that will explain to foreigners and non-public school men what public schools were and are actually for.

Morris, Marcus, ed. THE BEST OF EAGLE London: Michael Joseph & Ebury

The boys' paper EAGLE died seven years ago, a victim of falling sales and the lure of television, but in its time it won support of parents, schoolmasters and educationalists as well as the boys it was designed to attract. This selection is taken from the EAGLE's first 12 years of issue.

Redlich, Monica EVERYDAY ENGLAND London: Duckworth

This book has been written to explain the English and their country to the foreigner. The author has taken various aspects of English life, explained their history and development and shown their place in society today.

Rolph, C.H. MR. PRONE: A WEEK IN THE LIFE OF AN IGNORANT MAN Oxford

This cautionary book, cast in the form of a lively narrative, illustrates the enormous possibilities of legal trouble which daily confront the ordinary man. A week in the life of Prone involves our hero with the law in many of its roles - as shopkeeper, householder, employer, parent, motorist, debtor, etc.

Sykes, Homer ONCE A YEAR: SOME TRADITIONAL BRITISH CUSTOMS London: Gordon Fraser
N.Y.: Two Continents

Although some British customs are well known, many are maintained yearly completely unknown outside the community in which they take place. This book is a pictorial record of over 80 British customs arranged in calendar order so that visitors can plan a visit around a holiday.

Toynbee, Polly HOSPITAL London: Hutchinson

Journalist Toynbee spent five months in the wards, clinics and casualty department of the London Hospital. She followed closely the patients through their illnesses and treatment and observed the close contact between patients, doctors and nurses. A readable and moving book.

Williams, Keith THE ENGLISH NEWSPAPER: AN ILLUSTRATED HISTORY TO 1900 London: Springwood

In this entertaining book containing new and highly interesting information, Williams traces the history of English newspapers from their earliest days when they were printed in Holland and smuggled into the country.

Winton, John — HURRAH FOR THE LIFE OF A SAILOR: LIFE ON THE LOWERDECK OF THE VICTORIAN NAVY — London: Michael Joseph

Winton skillfully documents the passage of time through the Senior Service from the apalling conditions endured by the lower deck after the wars with the French to the first ironclad in 1859 and the clean limbed Jack Tar of Victorian popular songs. The mixture of fact and personal views makes an immensely readable book.

REGIONAL

Addison, Sir William — PORTRAIT OF EPPING FOREST — London: Hale

A Verderer of the Forest and a local historian, Addison gives a fully illustrated portrait of Epping Forest which lies on the North-Eastern quarters of London and stretches out into rural Essex.

Bird, Vivian — EXPLORING THE WEST MIDLANDS — London: Batsford

The West Midlands encompasses the counties of Shropshire, Herefordshire, Worcestershire and part of Gloucestershire. The author has interspersed his travels with both factual and fictional snippets of history and he has an intimate knowledge of this lovely countryside.

Burton, Anthony — BACK DOOR BRITAIN — London: Deutsch

A description of a thousand mile journey the author made by canal to discover the back door world of village, town and city. His journey took him from the English Midlands to the Industrial North and back again to the Thames.

Cooper, Derek — HEBRIDEAN CONNECTION: A VIEW OF THE HIGHLANDS AND ISLANDS — London: Routledge & Kegan Paul Boston

Cooper has strong family connections with the Islands. He pictures with feeling the difficulties and the pleasures of living and working in these surroundings. The photographs show the bleakness and isolation but also the close comradarie to be felt.

Daiches, David — GLASGOW — London: Deutsch

Glasgow has been a city of violent contrasts almost from the beginning. Many fortunes were made here; splendid mansions and public buildings reflected the merchants' sublime confidence in capitalism, but always the "Second City" was haunted by poverty and degradation. Daiches has captured this vigorous city's spirit.

Gillott, Jacky — PROVIDENCE PLACE: ANIMALS IN A LANDSCAPE — London: Hodder & Stoughton

Providence Place is the West Country home of the author, sited on the top of a small hill with views over the Somerset levels. Her involvement with animals is the main theme of the book, filled with amusing and touching episodes.

Godwin, Fay and Toulson, Shirley — THE DROVERS' ROADS OF WALES — London: Wildwood

The drovers of Wales were the early fore-runners of the American cowboys. This guide to their old roads is designed as a reference book with excellent sketch plans of each route. Black and white photographs add greatly to the descriptive text.

Lockley, Ronald — ORIELTON: THE HUMAN AND NATURAL HISTORY OF A WELSH MANOR — London: Deutsch

An autobiographical tale of Lockley's joys and problems as he studied the wildlife of Orielton and attempted to restore the estate, helped by a shifting population of humans almost as idiosyncratic as the animals.

Manning, S.A. — PORTRAIT OF ESSEX — London: Hale

The author who has lived and taught in Essex, has covered all aspects of the county - ancient and modern - in outline; producing a book that offers a good introduction to this beautiful part of England.

Sturdy, David and Fiona — HISTORIC MONUMENTS OF ENGLAND AND WALES — London: Dent

The authors, both archaeologists, have arranged by order of county the outstanding ancient sites and historic monuments which are in the care of the Department of the Environment. The book is well supplied with over 100 photographs interspersed with engravings, maps and plans.

Turner, James — THE COUNTRYSIDE OF BRITAIN — London: Ward Lock

The author discusses within each chapter the different types of landscape from the Fens and moorland to mountains and seashore, emphasising the role man has played in changing the scenery, but also underlining the refreshment he can experience from it. Photographs by Edwin Smith.

Vulliamy, Laurence — WILLIAM COBBETT'S "RURAL RIDES" REVISITED: A PHOTOGRAPHIC EXPLORATION — London: Pierrot

Cobbett, a farmer, journalist and political agitator, made the original rides on horseback between 1821 and 1826 throughout South-East England. Vulliamy hit on the notion of following three of the rides and to accompany his present day observations he has included extracts from the original version plus many photographs. Of special interest to English-Speaking Union members is the knowledge that the author was an E-SU exchange student in 1969/70.

Yaxley, David — PORTRAIT OF NORFOLK — London: Hale

Yaxley describes each of Norfolk's seven recognizable regions and devotes a chapter to the capital city of Norwich. His interest in archaeology, geology and history is paramount and some excellent photographs accompany his detailed text.

FICTION

Adams, Richard — THE PLAGUE DOGS — London: Allen Lane; N.Y.: Knopf

Two dogs, Snitter and Rowf escape from an establishment that conducts experiments on live animals. The dogs face a bleak existence on the moors and the tale unfolds of their travels and problems. Not until the last few pages does the reader find the outcome of the animal-man situation.

Alldritt, Keith — THE LOVER NEXT DOOR — London: Deutsch; N.Y.: St. Martin's

A partly autobiographical novel set in the period of the Second World War in the back streets of Wolverhampton. It is the story of Frank Sivorn who lives next door to the Biddles and becomes an eye-witness to the courting of Doris Biddle by three unimpressive lovers.

Bainbridge, Beryl — INJURY TIME — London: Duckworth

A dinner party given by Binny and her middle-aged lover, Edward, is interrupted by the arrival of a hopelessly drunk girl friend of Binnys and then by a gang of bankrobbers who proceed to hold the five as hostages. Full of humor.

Douglas, Colin — THE GREATEST BREAKTHROUGH SINCE LUNCHTIME — Edinburgh: Canongate

Douglas continues his tale of life among the medical faculty in Edinburgh, begun in THE HOUSEMAN'S TALE, in this story of David Campbell who having recovered from a serious illness is doing research work and wasting his time with any available nurse. But suddenly he meets a new intern, Jean, and falls in love.

Drabble, Margaret THE ICE AGE London: Weidenfeld & Nicolson
N.Y.: Knopf

The scene is England of the early 1970's when disaster looms over all. The country is faced with financial ruin, and the characters involved in the story are facing their own individual misfortunes. Written with skill and convincing characterisation.

Johnston, Jennifer SHADOWS ON OUR SKIN London: Hamish Hamilton
N.Y.: Doubleday

Set in Northern Ireland, this is the story of young Joe Logan who seeks refuge from a stifling home life in his poetry and in his relationship to a young school teacher.

Lively, Penelope THE ROAD TO LICHFIELD London: Heinemann

The road to Lichfield takes Anne, over the period of one summer, from her comfortable home with her solicitor husband and two children to her dying father hospitalized in Lichfield. Anne becomes involved in a love affair, at the same time discovering that her father's life has not always been as it has appeared.

McIlvanney, William LAIDLAW London: Hodder & Stoughton

The main character of this thriller is a Glasgow detective, Laidlaw, who has his own unorthodox methods of solving crimes. The discovery of the torn and murdered body of a young girl sets the scene as Laidlaw is given the job of solving the crime.

Ross, Angus THE ABERDEEN CONUNDRUM London: John Long

A fast-moving, well-written thriller. Strong in plot and equally strong on its North Sea oil rig background.

Scott, Paul STAYING ON London: Heinemann
N.Y.: Morrow

Paul Scott paints a picture of contemporary India which shows more graphically than any travel book how British traditions have influenced the social and personal life of the sub-continent. Winner of the 1977 Booker Prize.

Smith, Jonathan THE ENGLISH LOVER London: Hutchinson

A simple yet moving story of James, a young schoolmaster passionately fond of his subject - English - and growing more involved with a young schoolmistress.

Tolkien, J.R.R. THE SILMARILLION London: Allen & Unwin
Boston: Houghton Mifflin

This is the story of the First Age and is the ancient drama to which characters in THE LORD OF THE RINGS look back, when Morgoth, the first Dark Lord dwelt in Middle-Earth and the High Elves made war upon him for the recovery of the Silmarils.

BIOGRAPHY

Bennett, Daphne KING WITHOUT A CROWN: ALBERT, PRINCE CONSORT OF ENGLAND, 1819-1861 London: Heinemann
N.Y.: Lippincott

The role of husband to Queen Victoria is not one that many people would envy, but Bennett shows how, after unfortunate early stages with the over-bearing ex-governess Baroness Lehzen, a difficult Prime Minister and the fact that they were both so young, Victoria and Albert conquered these problems.

Boyle, Jimmy A SENSE OF FREEDOM Edinburgh: Canongate

This remarkable autobiography of a convicted murderer serving a life-sentence does not tell a pretty story, but no one can read it without acquiring a greater understanding of the way in which reasonably decent and intelligent boys can become involved in crime of ever-increasing seriousness.

Chapman, Hester FOUR FINE GENTLEMEN London: Constable

The lives of four 17th century aristocrats - 1st Earl Shaftesbury, Sir William Temple, Sir John Reresby and Charles Talbot - whose careers were linked by the harsh events and intrigues of the Civil War, restoration and the flight of James II.

Clark, Kenneth — THE OTHER HALF: A SELF PORTRAIT — London: Murray; N.Y.: Harper & Row

Whether one sees in Lord Clark's autobiography evidence of a strongly individual personality or the characteristics of an English gentleman of the old school, his personality comes out through the book more strongly than the remarkable achievements he so matter-of-factly recounts.

Dobbs, H.E. — FOLLOW A WILD DOLPHIN: THE STORY OF AN EXTRAORDINARY FRIENDSHIP — London: Souvenir

A heart-warming story of Doctor Horace Dobbs and his friendship with the dolphin Donald whom he first met while diving off the Isle of Man and later followed to Wales and Cornwall. Superb photographs.

Fraser, A.S. — IN MEMORY LONG — London: Routledge & Kegan; Boston

In this autobiography, authoress Amy Stewart Fraser traces her long life, from her happy childhood in the Highlands of Scotland, interspersing facts with charming anecdotes.

Freeman, Sarah — ISABELLA AND SAM: THE STORY OF MRS. BEETON — London: Gollancz

This fascinating biography of Isabella Beeton, author of the famous series HOUSEHOLD MANAGEMENT, tells of her hard-working career and her tragic death at the age of only 28 of puerperal fever.

Glendinning, Victoria — ELIZABETH BOWEN: PORTRAIT OF A WRITER — London: Weidenfeld & Nicolson; N.Y.: Knopf

Glendinning's biography describes the real-life person who insisted on being introduced as Mrs. Alan Cameron, who missed her country "Women's Institute" when she moved to London, and who was a tireless hostess and conscientious public figure. It also describes the complex writer who perhaps exorcised unrecognized fears in her fiction.

Hall, Ruth — MARIE STOPES: A BIOGRAPHY — London: Deutsch; N.Y.: Harcourt

A straightforward picture of an inspired and determined woman who at all costs even so far as to cause suffering to her own husband and son, viewed herself as a leader of a cause.

Lees-Milne, James — PROPHESYING PEACE — London: Chatto & Windus

Lees-Milne's eye was sharp, not only when studying art and architecture, but also when examining the conduct of the war, the behavior of his friends and indeed the activities of Lees-Milne himself. His diaries are both important and enjoyable as social history.

Phelps, Humphrey — JUST OVER YONDER — London: Joseph

Phelps' very personal account of farming in Gloucestershire in 1947 describes a vanished world in which cows were milked by hand, farm houses and cowsheds were lit only by tilly lanterns and T.V.-less folk dozed in armchairs by open fires at eight o'clock in the evening.

Wilson, Angus — THE STRANGE RIDE OF RUDYARD KIPLING: HIS LIFE AND WORKS — London: Secker & Warburg

To turn a phrase in the Irish manner, many Americans know Rudyard Kipling very well but only slightly. Wilson places Kipling inside the various kinds of society in which he lived - in India, London, Vermont and Sussex, and the reader learns not only about a complex individual but about the play of social forces operating during his life-time.

LITERATURE

Aston, Alasdair, ed. — POETS IN SCHOOL — London: Harrap

The Poets in School project is based on the idea that poets with educational experience could help teachers in the classroom encourage the appreciation and writing of poetry. This collection illustrates the openness and accuracy with which children view life.

Coburn, Kathleen — IN PURSUIT OF COLERIDGE — London: Bodley Head

Kathleen Coburn's lifelong interest in Coleridge culminated in the challenging task of editing the Coleridge notebooks. This is her account of that involvement, of how she tracked down manuscripts in many parts of the world, and of the people she dealt with along the way.

Fraser, George — ESSAYS ON TWENTIETH-CENTURY POETS — Leicester Univ.

In these twenty essays written over a period of thirty years the author covers English poetry from Yeats to Larkin. His love for this art form is well illustrated in this intelligent and easily assimilated book.

Hewison, Robert — UNDER SIEGE: LITERARY LIFE IN LONDON, 1939-1945 — London: Weidenfeld & Nicolson

This immensely readable account of the impact of the war on the cultural life of London goes far to recreate the conditions in which the writers of the period were forced to attempt to come to terms with the end of the kind of world in which they had been brought up.

Lehmann, John — EDWARD LEAR AND HIS WORLD — London: Thames & Hudson; N.Y.: Scribners

For people who only know the name Lear in conjunction with limericks, this book will be a pleasant surprise. For Lear was also a skillful artist both in water color and painting, and a great traveller exploring remote and wild places with a sense of adventure.

Stead, C.K., ed. — THE LETTERS AND JOURNALS OF KATHERINE MANSFIELD: A SELECTION — London: Allen Lane

Katherine Mansfield was born in New Zealand in 1889, married the English critic J. Middleton Murry and died at Fontainebleau of tuberculosis at the age of 34. In this selection from letters and journals, Stead has interwoven extracts into chronological order, so that Letters to Murry, notes in her journal and other correspondence can be compared.

HISTORY

Allwood, John — THE GREAT EXHIBITIONS — London: Studio Vista; N.Y.: Macmillan

The first major exhibition was held at the Crystal Palace in 1851. From those auspicious beginnings the author traces and describes over 80 major international exhibitions, drawing on an enormous collection of well-researched material.

Bishop, James — THE ILLUSTRATED LONDON NEWS SOCIAL HISTORY OF EDWARDIAN BRITAIN — London: Angus & Robertson

An interesting, illustrative account of the time enjoyable to both the social historian or the armchair layman. With many photographs of historical events.

Calder, Jenni — THE VICTORIAN HOME — London: Batsford

The author shows two sides of the Victorian home - one of the opulent upper and middle class home supported by servants and the other of the working class city home. Many illustrations.

Denny, Martyn — LONDON'S WATERWAYS — London: Batsford

A detailed survey of the history and structure of the canals and waterways of the Greater London area from the ninth century to the present day. Well-researched and readable.

Markwick, Arthur — WOMEN AT WAR, 1914-1918 — London: Croom Helm

An illustrated investigation of the war effort of women as they stepped in to become police volunteers, factory workers, volunteer motor mobilization corps and nurses. Markwick attempts to show how the war changed profoundly and permanently the social and moral attitudes toward women.

Mingay, G.E. — RURAL LIFE IN VICTORIAN ENGLAND — London: Heinemann N.Y.: Holmes & Meier

A vivid description of the changing pattern of rural life in England over the years. The grind and hardship of the farm laborers' life, and the varying forms of ownership by landowners and farmers are brought to life in a readable narrative.

Spence, Jeoffry — VICTORIAN AND EDWARDIAN RAILWAY TRAVEL — London: Batsford

This book comprises a collection of photographs admirably notated by Jeoffry Spence. The author covers every aspect of railway travel, with sections on trains, rolling stock, stations, staff and the omnibuses which brought the travellers to the trains.

Strong, Roy — THE CULT OF ELIZABETH: ELIZABETHAN PORTRAITURE AND PAGEANTRY — London: Thames & Hudson N.Y.

In these six essays (3 portraits & 3 pageants) the Director of the Victoria and Albert Museum has studied the subject in order to comprehend further the complex image of Elizabeth and her age. A scholarly work of high standard, with skilful use of contemporary sources.

TIMES GONE BY: A PHOTOGRAPHIC RECORD OF GREAT BRITAIN FROM 1856-1956 — London: Marshall Cavendish N.Y.: Dutton

An excellent collection of photographs that capture the spirit of the time. Arranged by subject rather than in chronological order, many of the photographs are famous, while others will come as a new pleasure.

THE WAR DESPATCHES FROM THE PAGES OF THE DAILY MAIL, 1939-45 — London: Marshall Cavendish

For the majority of people in Britain during the Second World War newspapers were an immediate and visual source of information on the progress of the war. Nearly 100 issues of the Daily Mail have been reproduced in this collection, starting with the two issues for April 28th and Sept. 4th, 1939 and finishing with the issue for Sept. 3rd, 1945.

ARTS AND CRAFTS

Godden, G.A. — THE HANDBOOK OF BRITISH POTTERY AND PORCELAIN MARKS — London: Barrie & Jenkins (reprint) N.Y.: Popular Library

A handy size pocket book, arranged in broad sections. The first lists manufacturers, the second is a checklist of initial marks used by British potters; then follows a detailed list of Staffordshire potters, and finally a useful guide for American readers for dating duty-free ceramics.

Houart, Victor — BUTTONS: A COLLECTOR'S GUIDE — London: Souvenir Press

This book in encyclopedic form covers manufacturers, materials used and various themes the buttons represent. It is plentifully supplied with black and white photographs.

Hughes, Therle	INTRODUCTION TO ANTIQUES	London: Country Life

The greatest virtue of Hughes' excellent guide to antiques is that it enables a novice collector to understand how things were made and therefore how they can be recognized. The quality of the book is also revealed by an exceptionally good index.

Johnston, J.P.	A HUNDRED YEARS EATING: FOOD, DRINK AND THE DAILY DIET IN BRITAIN SINCE THE LATE 19TH CENTURY	Dublin: Gill & MacMillan

The author illustrates the vast changes that have taken place in the British diet - in greater variety of food, labor saving devices used in preparation and the use of convenience foods. He shows the role played by such people as H.J. Heinz, Clarence Birdseye, Alfred Bird and George Cadbury among others.

Robertson, Max	WIMBLEDON, 1877-1977	London: Arthur Barker

An excellently illustrated and enjoyably told history. The author shows how Wimbledon is special; the players are cosseted, the courts are the best grass courts in the world and the public is superbly catered for.

Roose-Evans, James	LONDON THEATRE: FROM THE GLOBE TO THE NATIONAL	Oxford: Phaidon

For those interested in London theatre, this provides a racy picture of the theatre from its early earthy origins to the present day. Plenty of thoughtfully chosen pictures and a comprehensive bibliography.

Sass, Lorna	TO THE QUEEN'S TASTE: ELIZABETHAN FEASTS AND RECIPES	London: Murray N.Y.: Metropolitan Museum of Art

Most of the recipes in this collection have been taken from books published in Elizabeth's lifetime. By cleverly adapting them the author has brought them within the scope of most modern cooks. Each entry gives the original recipe with its place of origin plus the modern version.

Scott-James, Anne and Lancaster, Osbert — THE PLEASURE GARDEN: AN ILLUSTRATED HISTORY OF BRITISH GARDENING — London: Murray Mass.: Gambit

A survey of the development of gardens, their design, their plants and their gardeners from Roman times to the present. Scott-James writes with knowledge and affection of the manner and motives of the garden makers and designers and the plants they used and cultivated.

Shone, Richard — THE CENTURY OF CHANGE: BRITISH PAINTING SINCE 1900 — London: Phaidon

To accompany the excellent illustrations, Shone has written a series of short essays following the development of British painting over the last 70 years. Biographies of well-known painters are given as well as a select bibliography.

Wilton, Andrew — BRITISH WATERCOLOURS, 1750-1850 — Oxford: Phaidon

The main text of this book is taken from a series of lectures that the author gave in 1972. He has chosen ten of the outstanding exponents of this art form, among them Thomas Rowlandson, John Constable, John Sell Cotman and Joseph Turner, as central subjects. Illustrations are well reproduced.

Woodford, Martha — THE ARCHERS' COUNTRY COOKBOOK — London: Hutchinson

"The Archers" is a daily radio serial story "about country folk" that has been broadcast regularly for over 25 years with the author playing one of the characters. The recipes are arranged by calendar month and include many traditional dishes with easy to follow instructions.

PANEL MEMBERS: Renny Harrop, Barbara Noble, Belinda Norman-Butler, John Saumarez-Smith, Clifford Simmons, Alicia Street, Jean Huse